

DA-Gen

471

LEVEL 1

Q

**REPORT
OF THE
DEPARTMENT OF THE ARMY**

ADA 076798

OFFICER

DDC
RECEIVED
OCT 24 1979
A

**EDUCATION AND TRAINING
REVIEW BOARD**

DDC FILE COPY

DISTRIBUTION STATEMENT A
Approved for public release
Distribution Unlimited

1 JULY 1958

U. S. ARMY INFANTRY
HUMAN RES ARCH UNIT
APR 6 1961
Box 2086,
Ft. Benning, Ga.

508

Inclosure No. 2

79 10 22 158

BEST

AVAILABLE

COPY



DEPARTMENT OF THE ARMY
ARI FIELD UNIT, BENNING
U S ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
P O BOX 2086 FORT BENNING, GEORGIA 31906

PERI-11

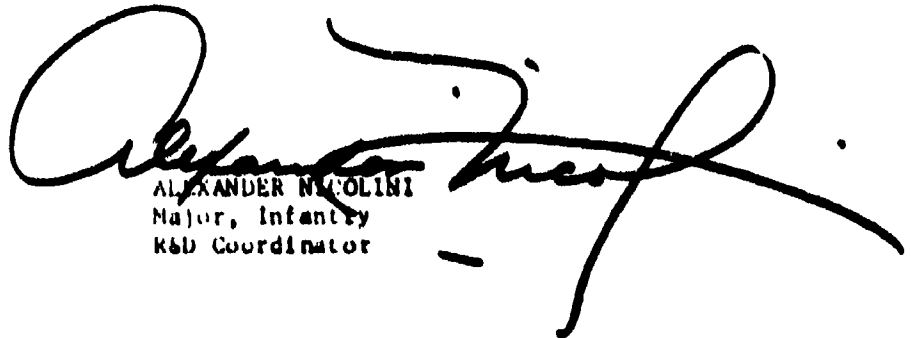
8 August 1979

SUBJECT: Shipment of Documents

Defense Documentation Center
Cameron Station
Alexandria, VA 22304
ATTN: Selection & Cataloging

The Documents in these shipments are approved for public release. The
distribution is unlimited.

FOR THE CHIEF:



ALEXANDER NICOLINI
Major, Infantry
R&D Coordinator



HEADQUARTERS
DEPARTMENT OF THE ARMY
OFFICE OF THE ADJUTANT GENERAL
WASHINGTON 25, D. C.

IN REPLY REFER TO

AGAM-P (M) 350 (29 Jun 60) DCSOPS

11 22 July 1960

SUBJECT: Report of the Department of the Army Officer Education and Training Review Board

TO: Chief of Staff, US Army
Deputy Chiefs of Staff
Chief of Research and Development
Assistant Chiefs of Staff
The Inspector General
The Judge Advocate General
Comptroller of the Army
Chief of Information
Chief, National Guard Bureau
Commanding Generals
US Continental Army Command
Zone of Interior Armies
Chief, US Army Security Agency
Superintendent, US Military Academy

12 273

1. Reference is made to Report of the Department of the Army Officer Education and Training Review Board, 1 July 1958 (Inclosure No. 2).
2. The Department of the Army has completed consideration of the referenced report and of comments thereon submitted by agencies concerned.
3. For advance planning and pending publication of changes to existing regulations, Inclosure No. 1 gives the approved position of the Department of the Army on each of the recommendations contained in the referenced report.

By Order of Wilber M. Brucker, Secretary of the Army:

2 Incl

1. Modifications to Rept of
DA Off Educ and Tng Review Bd,
dtd 1 Jul 58, w/1 incl
2. Rept of DA Off Educ and Tng
Review Bd, dtd 1 Jul 58

R. V. LEE
Major General, USA
The Adjutant General

Copies furnished:

Commanding General, US Army Air Defense Command
Chief, Defense Atomic Support Agency

013 650

J. G.

MODIFICATIONS OF THE DEPARTMENT OF THE ARMY OFFICER
EDUCATION AND TRAINING REVIEW BOARD

The numbered recommendations of the Department of the Army Officer Education and Training Review Board (Section VI), as modified below, are approved:

1. The primary objective of the Army service school system is the preparation of selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. Emphasis is on the art of command. In addition, the school system will accommodate the requirement for education of officers to perform important functions in conditions short of war which are not directly related to the wartime role.
2. AR 350-5 will be revised to specify the instructional responsibilities, and to add the responsibility for training Allied students and for the development of organizational, operational, and materiel concepts for the future.
3. At the branch level, the scope of instruction will be extended to include coverage of the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective. The US Army Command and General Staff College retains its present responsibility for divisional doctrine and will continue under the existing scope of instruction. Technical and administrative services branch career courses will continue to be authorized to conduct such instruction above division level as is necessary to qualify students in missions and functions of these services.
4. The stated mission of the Army War College has been revised essentially as recommended by the Board. (AR 350-105)
5. AR 350-5 will be revised to include the principles and policies essentially as outlined in recommendation 5.
6. Provisions of subparagraph 7f, Section II, AR 10-7 will be revised essentially as listed below. (Appropriate changes will be made in other regulations to reflect the policies enumerated.)
 - a. The Commanding General, US Continental Army Command, is designated as the Director of the Army Service School System. He will direct, control, and approve curricula and instruction in all Army service schools in accordance with DA policy except the following:
 - (1) Army War College.
 - (2) Strategic Intelligence School.
 - (3) United States Army Security Agency School.
 - (4) Army Intelligence School (the CG, USCOMARC directs and controls the curricula and instruction of this school which pertain to the combat intelligence support of the Army in the field).
 - (5) Oversea Schools.

Inclosure No. 1

- (6) Military Assistance Institute.
- (7) United States Armed Forces Institute.
- (8) United States Military Academy.
- (9) United States Military Academy Preparatory School.
- (10) The Army Logistics Management Center.
- (11) The Army Information School.
- (12) Those schools and courses of instruction whose curricula are:
 - (a) Predominantly of medical and chaplain professional nature
 - or,
 - (b) Of a non-military nature.

b. In discharging these broad responsibilities, CG, USCOMARC, is responsible for:

(1) Coordinating through proponent service or agency on matters concerning class II installations and activities under the command of chiefs of technical and administrative services and separate operating agencies.

(2) With regard to curricula:

(a) Eliminating unnecessary overlap between schools and between courses of instructions.

(b) Assuring appropriate balance of instructional material to meet the objectives of courses of instruction.

(3) With regard to instruction, exercising necessary supervision, including inspections, to insure:

(a) Use of appropriate methods and uniform standards of instruction.

(b) Adequate staff and faculty.

(c) Adequate facilities and support.

(4) With regard to new courses of instruction and new schools, coordinating and reviewing requirements.

(5) Supervising participation by the Army in instruction in schools and centers of the US Navy, US Marine Corps, US Air Force.

(6) Directing and controlling the selection of courses and Army participation in training given in trade schools and industry when the facilities of such agencies are required to train individuals of the Army in the field in specific MOS code numbers.

(7) Exercising operational responsibility for Army participation in technical training and orientation courses conducted by the Defense Atomic Support Agency.

c. For schools excepted under a above, other than USMA and oversea schools, CG, USCONARC, as Director of the Army service school system, will advise proponent agencies on standards for instructional methods, instructional facilities, and faculty. In addition, CG, USCONARC, will review curricula with a view toward submitting to the chiefs of proponent agencies recommendations for the elimination of undesirable overlap between schools and between courses of instruction. Where required to assure compliance with prescribed standards, reports of inspections on DA operated schools will be submitted to Headquarters, Department of the Army for appropriate action.

7. As an objective, the Army General Staff will be relieved, to the maximum extent feasible, of responsibility for the operation of schools.

8. The internal action taken by CG, USCONARC, to elevate the Schools Branch to a Division as a part of G-3, and to increase assigned strength of the division, will constitute all action to be taken on this recommendation. Further reorganization will await clearer development of USCONARC specific responsibilities in the service school system.

9. AR 614-5 provides for stabilization of field grade officers for a period of three years. Current policy provides that company grade and warrant officers will not be reassigned until completion of a two year tour. The policy of staggered tours for commandants and assistants is already in effect. Where operational requirements permit and when specifically requested, key company grade faculty members may be permitted to complete a three year tour on a staff and faculty. Department of the Army will establish as a goal eventual authorization of a three year stabilized tour for all staff and faculty whose relief would have serious effect on the accomplishment of the schools' missions.

10. All officers with career retention potential should attend courses through the branch level. The revised educational pattern for officers is given in Inclosure No. 1 to this inclosure.

11. Effective with courses beginning in the fall of 1959, one regular course with an annual input of approximately 750 and two associate courses with a total annual input of approximately 800 will be conducted at the US Army Command and General Staff College. As an objective, the Army will attempt in the future to increase the input to the regular course, consistent with the maintenance of essential associate course training.

12. The Army will initiate action to obtain a substantial increase in quota for Army officers to the Armed Forces Staff College.

Inclosure No. 1

13. For the present, the annual input of approximately 278 US Army students at senior service colleges is adequate and will be continued.

14. The quota allocations to combat arms and technical and administrative services will be flexible and subject to periodic adjustment necessitated by changing requirements. The opinion of the board will be considered in determining future allocations.

15. and 16. Selection for attendance at senior service colleges will continue to be by board selection, above branch minimums, of best qualified officers without regard to branch or service. Present procedure for nominating quotas for branch minimums for these colleges will be continued in order that requirements of each branch or service will receive adequate consideration.

17. Responsible Department of the Army agencies have initiated positive action designed to effect greater stabilization of student loads at the US Army Language School.

18. All newly commissioned officers, except OCS graduates who by virtue of their Officer Candidate School Course are qualified to perform duties in their branch, will attend a short branch orientation course. The purpose of these courses will be to prepare these officers for their first duty assignments. The exact scope and length of course will be determined by each branch or service separately, considering the particular needs of the branch and previous training of the officers concerned. As a general guide, these courses should be approximately eight weeks in duration. Requirements for courses of length greater than eight weeks must be approved by CG, USCONARC and DA. Newly commissioned Regular Army artillery officers will continue to receive an integrated artillery orientation course of approximately 20 weeks.

19. The orientation course given newly commissioned officers will stress practical work, with a minimum of theoretical instruction. Course length and content will be adapted, to the maximum extent practicable, to the variations in precommission training of the various categories of officers.

20. Effective 1 April 1960 newly commissioned Regular Army officers will not be permitted to undergo Army aviation training until they have completed:

- a. Ranger or airborne training, if combat arms officers.
- b. At least one year of duty with troops.

To implement this policy Department of the Army has revised AR 621-109, AR 611-110, and the format of the Reserve Officer Training Corps Flight Training Agreement.

21. Ranger training will be conducted as a separate course at the US Army Infantry School, and will not be incorporated in any branch orientation or career course.

22. One comprehensive branch career officer course of approximately one academic year's duration will be established in the branch career school pattern. This course will be designed to prepare the officer to perform duties at company through battle group or comparable level, and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective. Technical and administrative services branch career courses continue to be authorized to conduct such instruction above division level as is necessary to qualify students in the mission and functions of these services. Attendance at this course will be by officers with from three to eight years service, with exceptions authorized for special cases involving officers who by virtue of special training or assignments are not available during this period.

23. Integrated artillery instruction will continue to be given in the artillery orientation course to all newly commissioned Regular Army Artillery Officers. For all other artillery officers, integrated artillery instruction will be first presented in the artillery branch career course.

24. Branch career courses will be designed and conducted to challenge the student officer, with emphasis on practical work and instruction with troops.

25. The concept of conducting associate courses at branch level as a combination of resident and nonresident instruction for the training of reserve component officers not on extended active duty is approved. Resident associate courses now conducted are authorized as an interim measure pending establishment of the comprehensive branch career course, pending the availability of PCS spaces which will permit all career officers to attend the comprehensive branch career course, and to accommodate exceptional circumstances where necessary to satisfy specific branch requirements.

26. Existing coverage of common subjects will be modified by:

- a. Elimination of marginal subjects.
- b. Reduction of coverage of essential subjects to minimum number of hours.
- c. Coverage of appropriate subjects outside of the resident school system, in troop schools, and through individual study.
- d. Integration with other instruction.
- e. The CG, USCONARC, will determine the extent to which commandants should be permitted to vary from specified requirements for coverage of common subjects. A reasonable leeway should be granted. Where DA mandatory subjects appear to be excessive in general, or have varying application among schools, appropriate recommendations will be made to Department of the Army.

27. The US Command and General Staff College will continue to conduct a difficult and rigorous course which is a real challenge to the student. Competition among students will be maintained by continuance of evaluation and class ranking of students.

28. The US Army War College remains at the apex of the Army school system. Attendance at the two senior colleges of the Department of Defense, NWC and ICAF, will not be given more weight than attendance at the Army War College when selecting officers for promotion or for high level positions which the Army may be called upon to fill.

29. Department of the Army is taking action to increase, on a quid pro quo basis and to the extent determined feasible by study, the number of students and faculty at the Army War College who are furnished by the US Navy, US Marine Corps, and US Air Force.

30. No action will be taken on this recommendation at this time.

31. A separate logistics college will not be established. The curricula of the US Army War College, the US Army Command and General Staff College, and the US Army Logistic Management Center will be modified, where required, to include appropriate segments of logistics instruction above theater Army level.

32. In the next change of AR 350-200 consideration will be given to revising the purpose of the advanced civil-schooling program as recommended by the board, except for reference to education designed to raise the general level of education of selected officers. Education designed to raise the general level of education of selected officers is not the primary purpose of this program. The primary purpose of the civil-schooling program is to educate officers for the overall benefit of the Army. Separate programs which are established by law for all military services, and for the Department of the Army, provide very broad training opportunities for raising the general level of education of all Army personnel.

33. AR 621-108, published in June 1958, prescribes projection of requirements five years in the future. Effort by Headquarters, Department of the Army to refine Army-wide requirements for civilian school graduates is continuing.

34. The Army will continue to use the civilian contract system to meet the objectives of the advanced civil schooling program.

35. Regulations now specify that age limits will be determined by the nature of the specialty for which the student is to be trained. These regulations provide for waivers of age requirements in exceptional cases. As a general policy, a general limitation in terms of age will remain in effect to assure that the Army receives appropriate benefit for education provided and to facilitate the administration of the program.

22. One comprehensive branch career officer course of approximately one academic year's duration will be established in the branch career school pattern. This course will be designed to prepare the officer to perform duties at company through battle group or comparable level, and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective. Technical and administrative services branch career courses continue to be authorized to conduct such instruction above division level as is necessary to qualify students in the mission and functions of these services. Attendance at this course will be by officers with from three to eight years service, with exceptions authorized for special cases involving officers who by virtue of special training or assignments are not available during this period.

23. Integrated artillery instruction will continue to be given in the artillery orientation course to all newly commissioned Regular Army Artillery Officers. For all other artillery officers, integrated artillery instruction will be first presented in the artillery branch career course.

24. Branch career courses will be designed and conducted to challenge the student officer, with emphasis on practical work and instruction with troops.

25. The concept of conducting associate courses at branch level as a combination of resident and nonresident instruction for the training of reserve component officers not on extended active duty is approved. Resident associate courses now conducted are authorized as an interim measure pending establishment of the comprehensive branch career course, pending the availability of PCS spaces which will permit all career officers to attend the comprehensive branch career course, and to accommodate exceptional circumstances where necessary to satisfy specific branch requirements.

26. Existing coverage of common subjects will be modified by:

- a. Elimination of marginal subjects.
- b. Reduction of coverage of essential subjects to minimum number of hours.
- c. Coverage of appropriate subjects outside of the resident school system, in troop schools, and through individual study.
- d. Integration with other instruction.
- e. The CG, USCONARC, will determine the extent to which commandants should be permitted to vary from specified requirements for coverage of common subjects. A reasonable leeway should be granted. Where DA mandatory subjects appear to be excessive in general, or have varying application among schools, appropriate recommendations will be made to Department of the Army.

36. The system for development of current and future doctrine must be responsive to the needs of the Army. However, measures taken to improve the existing system must take into account other courses of action which do not involve an increase in personnel. Requests for augmentation of existing faculties must compete with other priority requirements arising at the time.

37. As a general policy, a system of constructive credits based on experience and demonstrated ability will be adopted only as a means of readjusting career patterns following extended emergency periods which result in disruption of normal career school pattern.

38. Every effort will be made to increase the number of officers qualified in languages. For the present, the program will remain voluntary.

39. The existing final semester plan leading to completion of a baccalaureate will be extended to a maximum of 12 calendar months.

40. AR 350-5 will be revised to reflect changes required as a result of the decisions on recommendations of this report.

41. a. A complete review of the ROTC program has been made by Headquarters, Department of the Army. The establishment of branch material curricula in all schools supporting the ROTC program was a course of action considered in the study of ROTC curriculum, but not recommended.

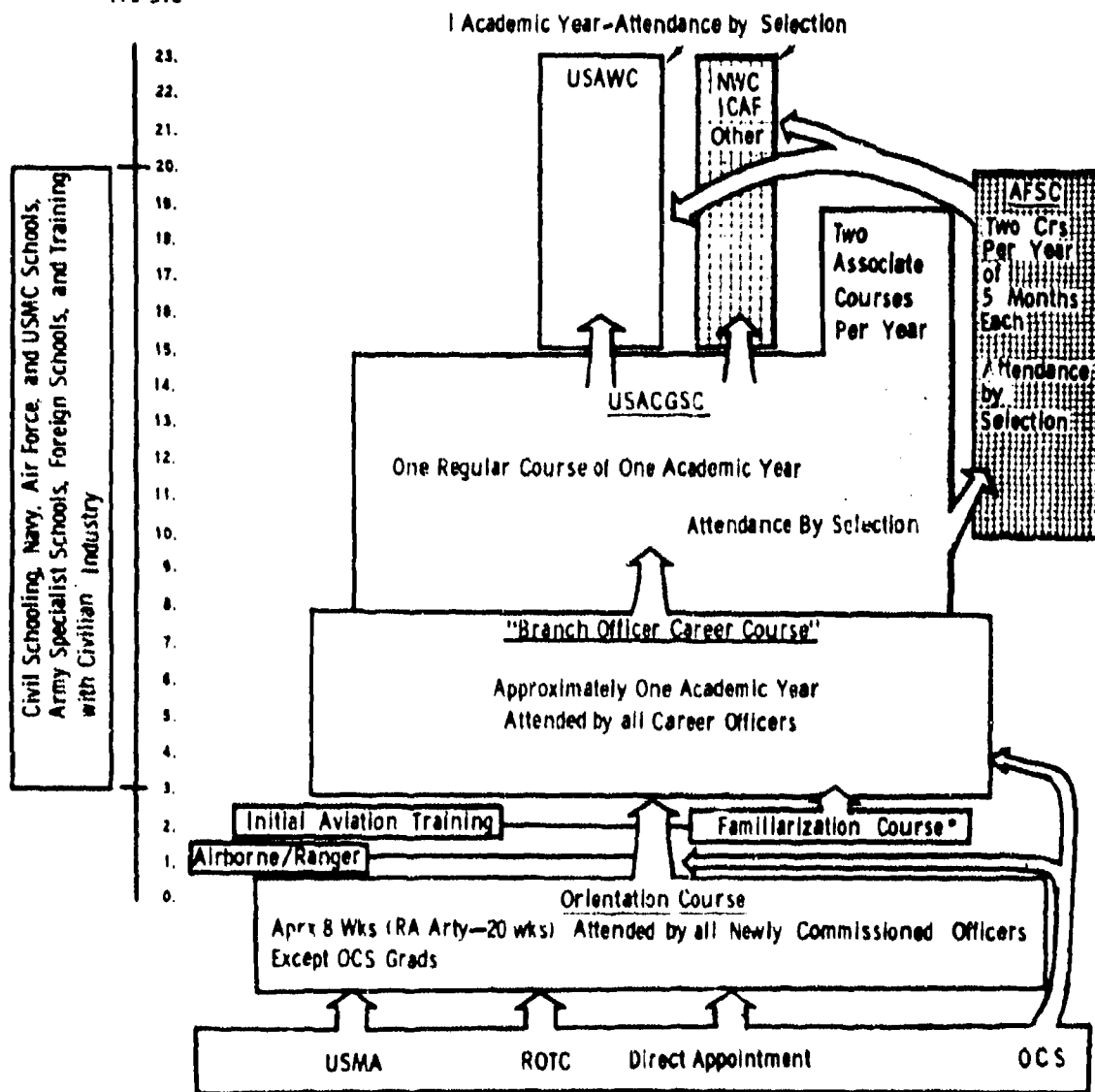
b. Department of the Army will study the feasibility of a formalized, coordinated officers' individual study program.

c. Since an integrated system of government-wide language training is under consideration by DoD and the Department of Health, Education and Welfare, the Department of the Army will take no action at this time on recommendation 41c.

42. The system for officer education and training will be subjected to continuing scrutiny and revised where required to keep abreast of developments. A complete and thorough review of the system will be made in approximately five to ten years.

Eligibility
Yrs Svc

EDUCATIONAL PATTERN FOR CAREER OFFICERS



- Army Service Schools and Colleges
- ▤ Joint, Other Service, and Allied Colleges

* For Tech & Admin Service Officers After Completing Detail to, or upon Transfer from, a Combat Arm

TABLE OF CONTENTS

<u>Title</u>	<u>Page</u>
Report of the Department of the Army Officer Education and Training Review Board	
Section I. Directive	1
II. Procedures	2
III. Scope of the Report	4
IV. Military and Scholastic Frame of Reference	5
V. Summary Discussion	8
VI. Recommendations	43
Annex 1. Directives	59
2. References	67
3. Procedures	73
4. Summary Analysis of Developments on the Recommendations of the Eddy Board	85
Appendix. Level of Selective Military Education RA Officers by Calendar Year Group 1928-1949	96
5. Objectives, Missions, and Scopes	97
Appendix A. Draft Proposed Revision of AR 350-5	111
B. General Balance of In- struction at Various School Levels	128

Approved For _____
 NTI _____
 DTIC _____
 DTIC _____
 DTIC _____

A

<u>Title</u>	<u>Page</u>
Annex 6. Organizational Structure of the Army Service School System	129
Appendix A. Organization Present Army School System	146
B. Hq USCONARC Monitorship and Functions for Army Schools	147
C. Organization Separate Army School Command	148
7. Requirements and Quotas	149
8. Training of Newly Commissioned Officers	161
9. Branch Service School Training and Education	168
10. US Army Command and General Staff College	177
11. Senior Colleges	183
Appendix. Inventory of Army Graduates, Senior Colleges	202
12. Armed Forces Staff College	203
13. Logistic Education and Training	207
14. Advanced Civil Schooling	218
Appendix. Civilian Education Level	233
15. Specialist Schools	234
Appendix. List of Specialist Schools	239

<u>Title</u>	<u>Page</u>
Annex 16. Responsibility for Development of Doctrine	240
17. Constructive Credit	245
18. Other Programs for Officer Education and Training	251
19. Subjects Recommended for Further Study by Department of the Army	257

LIST OF ILLUSTRATIONS

<u>Figures</u>	<u>Page</u>
Figure 1. Proposed Organization Army School System	17
Figure 2. Proposed Educational Pattern	25

**REPORT OF THE
DEPARTMENT OF THE ARMY
OFFICER EDUCATION AND TRAINING REVIEW BOARD**

SECTION I

DIRECTIVE

1. The Department of the Army, by letter orders of 23 December 1957, appointed the Department of the Army Board to Review the System of Officer Education and Training. Letter of 26 December 1957 set forth the purpose of the Board and established its terms of reference. These documents are included in annex 1.

2. Specifically, the Board was directed to determine the adequacy of the present system of education and training of Army officers to include the appropriateness of service school and service college missions, the requirements for graduates of these schools and the capability of the present school system to produce these graduates. In its consideration of these subjects, the Board was directed to give particular attention to, and make recommendations where appropriate, on the following:

a. The feasibility of granting constructive credit at various levels of education.

b. The requirement for an additional logistical school (or schools) in the Army school system.

c. The adequacy of the present school system for producing artillery officers who are qualified to perform appropriate duties in the fields of antiaircraft artillery and field artillery to include conventional and atomic weapons and missiles.

d. The feasibility of incorporating ranger training into the branch regular basic officer courses.

e. The adequacy and appropriateness of personnel management, maintenance, leadership, and language training, as well as command, financial, and supply management training in the present school system.

f. The adequacy of the present organizational structure of the Army school system.

g. The validity of the current concept of conducting regular and associate courses.

h. Appropriate quotas, by percentages, to the US Army Command and General Staff College and the Armed Forces Staff College for the combat arms, technical services, and administrative services.

i. The effectiveness of the present program by which officers receive training at civilian institutions to provide professional skill levels necessary for specific assignments and not attainable at Army or other service facilities.

3. The Board was also instructed to recommend for further study by the Department of the Army, any problems arising from the deliberations of the Board, but not falling under the purview of the Board.

4. The Board considered the matters outlined in the terms of reference, specific problems forwarded by Department of the Army staff agencies, and those developed by the Board in its survey of the school system. References in which problems were submitted are noted in annex 2.

SECTION II

PROCEDURES

5. The Board met at Fort Monroe, Virginia, on 7 January 1958 and continued in session for a period of 6 months.

6. On 20 January 1958, the Board sent a letter to all major commands, the Department of the Army staff agencies, US Army college and school commandants, and other selected addressees, explaining the purpose of the Board and outlining the scope of the review to be conducted. The letter set forth some of the major issues before the Board, indicated the procedures to be followed by the Board, and requested cooperation and assistance. (Annex 3)

7. A comprehensive questionnaire prepared by the Board during the period 7 January to 10 February 1958 was sent to all addressees of

the letter cited in paragraph 6 above. The questionnaire covered the points specifically referred to the Board in its terms of reference and all other aspects of the Army service school system which the Board wished to consider. The questionnaire was dispatched to 164 addressees. The extraordinary response to this questionnaire resulted in 442 copies being completed in detail and returned to the Board. This response, which indicated the Army-wide interest in the school system, constituted a fundamental contribution to the Board's review. The Board also developed two special questionnaires, one on branch training and the other on Common Subjects. These were sent to selected commanders, junior officers, and to the branch service schools. More than 500 responses to these questionnaires were received.

8. During the period 16 February to 17 March 1958, officers from the Board visited the Army colleges and essentially all branch and specialist schools. At each installation, Board members were briefed on the mission, curriculum, and major educational problems confronting the school. In addition, Board members interviewed the commandant, members of the staff and faculty, and, in some instances, selected students. (Schools visited are listed in annex 3.) Members of the Board also visited the XVIII Airborne Corps and the 82d Airborne Division to obtain the views of selected junior and senior commanders.

9. At conferences in the Pentagon during the period 27 March to 4 April 1958, the heads of Department of the Army agencies briefed the Board on current problems; and the Board interviewed Department of the Army personnel concerned with officer education and training. During this period, the Board was briefed by representatives of the US Air Force, US Marine Corps, US Navy, British Army, and French Army on their respective systems of officer education. A briefing on the Soviet system was also presented to the Board. (Annex 3)

10. The Board returned to Fort Monroe, Virginia, on 8 April 1958 and tabulated, reviewed, and evaluated the material gathered through questionnaires, visits, briefings, and interviews. In addition, the Board studied the reports of previous Boards concerned with this subject; considered correspondence from individuals and commands concerning specific problems; and reviewed official publications and other reference material pertaining to the school system. (Annex 2)

SECTION III

SCOPE OF THE REPORT

11. The scope of this report includes officer education and training from the time of commissioning to completion of senior service college. The Board recognizes that an officer is educated and trained by many means such as on-the-job experiences, training in troop schools, precepts acquired from his commanders, individual study, formal schooling at service schools, and advanced education in civilian institutions. This report focuses directly upon the Army service school system and advanced education in civilian institutions as major elements in officer education and training.

12. The scope includes precommission education and training (United States Military Academy, Reserve Officers Training Corps, Officer Candidate School) only insofar as this precommission training may require variations in the post-commission training of officers from these different sources.

13. Time frame of the report is from the present to 1970, with emphasis upon the development of a school system equal to the challenge of the future.

14. Within these general restrictions, the scope is broad and comprehensive. The Board covered problems extending from the day-to-day operations of individual schools to the consideration of policy. Policy is the principal concern of this Board; consequently, the scope of the report is strongly oriented toward policy determination.

15. In comparing the activities of this Board and the scope of its report with those of the Gerow Board and the Eddy Board, it should be noted that this Board received a more detailed directive which included both general and specific problems for analysis; and considerably more time was available for Board action. Some of the resulting discussions and recommendations are not directly related to broad policy; they are included primarily to serve as staff guidance and background.

SECTION IV

MILITARY AND SCHOLASTIC FRAME OF REFERENCE

16. **Purpose.** - As the Board progressed with its study of the officer educational system it became increasingly apparent that the statement of assumptions in the usual military sense would tend to inhibit the study as a review of the broad policy and operations of the Army school system. This section has therefore been prepared to serve in lieu of "assumptions" as a conceptual statement of the political, military, and educational environment, with particular emphasis on trends, that will have an impact on the Army officer education system in the next decade.

17. **Political and military environment.**

a. **Deterrence.** - In recognition of the continued bipolar orientation of the world, the deterrence of war will continue to be the first objective of the US Armed Forces in the next decade. Although the Army's role in the deterrence of war may be altered in emphasis and direction, deterrence will remain synonymous with readiness. The Board therefore has based its measurement of the adequacy and effectiveness of the educational system during the next decade in an environment of continuing world tension requiring immediately ready land forces.

b. **Politico-military organizational and operational trends.** - Within the concept above, the Board recognized the following organizational and operational trends in the national military policy and posture of the United States that will have an impact on the officer education and training system:

(1) The acceptance and the inclusion of professional military considerations in the formulation of national policy.

(2) Closer integration of civil administrators and senior military commanders and staffs at the top level of control of the Armed Forces. The line of demarcation between civilian secretary and military chief, between the service staff and the department staff, will continue to grow less distinct.

(3) Significant increases in the quantity and degree of unification of the command and employment of the operating land, sea, and air forces of the United States. (The impact of this trend was magnified during the period of the Board's deliberations by the presentation to the US Congress on 3 April 1958 of President Eisenhower's defense reorganization plan and the public debate that ensued.)

(4) The assignment of a single manager responsibility (a trend toward logistics unification) for the procurement and supply of one major commodity or group of commodities.

(5) The greater complexity of military technology will continue to increase the requirement for and prestige of the competent military technician.

(6) As a function of Free World leadership and in support of a national policy of collective security, the US Armed Forces will continue to participate in military coalitions with the concomitant responsibility for participation in Allied forces; contribution to combined military staffs; and provision of administrative assistance, advice, and training to other nations.

18. Military resources of the Army in the next decade. - The Board accepted the politico-military environment, above, as the basis for an order of magnitude estimate of the resources (men, money, and facilities) that would be available to the Army in the next decade. The conditions existing during the period of the Board's study (January-June 1958) were accepted as the plateau for measurement of the resources. Significant changes in the degree of tension would alter significantly the resources devoted to national security. The Board's assessment is premised on the continuation of world tension at the approximate present degree of tolerance.

a. Manpower. - The fiscal year-end strength of the active Army will range between 750,000 and 1,000,000 men. Variations in strength of the Army will continue to cause personnel turbulence, usually with unfavorable impact on Army operations and functions. The officer strength will be on the order of 9-1/2 - 10 percent of the total Army manpower. Approximately 39,000 (± 4,000) of the officers in the Active Army will be Regular Army. The remainder will be reserve component officers on active duty in two main categories; career reservists with an optimum period of 20 years service, and short-tour (6 months or 2 years) reserve officers.

b. Structure. - The structure of the Army will change during the next decade in response to changing missions, changing tactical and logistical concepts, introduction of new weapon systems, and advances in means of mobility.

c. Monetary. - The financial resources allocated to the Army for the support of the education system will not substantially change in the next decade. A trend toward separate budgeting for operating forces will not materially alter the monetary support for the education and training base.

d. Facilities. - The Army's long-term permanent construction program will not be completed in the next decade. Use of obsolescent, temporary facilities will decrease, but not cease. The Army schools will continue to enjoy a reasonably high priority in the permanent construction program.

e. Summary. - From the above statements the Board drew the basic conclusion that the future support of the officer education and training system should be measured in a broad dimension of magnitude of men, money, and facilities similar to that devoted to the system at this time.

19. Scholastic environment.

a. The Board recognized the following nonmilitary, scholastic trends as pertinent:

(1) A significant and growing increase has occurred in the last two decades in the interest and the competence of American civilian scholars in national military policy, military strategy, and grand tactics.

(2) As a corollary, there is an increased necessity for the military educational system to prepare the military profession to support the civilian leader trained in nonprofessional schools in the management of military policy, to weld its professionally conceived views of military policy with those of the scholar, and to answer the challenge of nonmilitary critics.

(3) A trend to emphasize the physical sciences in the undergraduate and graduate educational fields.

b. In recognition of the decisive effect which the review made by the Eddy Board in 1949 had on the present system of military education, this Board reviewed in considerable detail the report and recommendations of the Eddy Board and the action taken thereon. A summary of the Eddy Board recommendations and action thereon is in annex 4. As another element of basic background, the Board considered the quantitative product of the existing school system, as indicated by the level of military education which Regular Army officers have attained. The graph at appendix to annex 4 shows this level.

20. Importance of school system. - The Board considered that the traditional value of the Army service school system as the progressive perpetuator of the art and science of land warfare is self-evident. Since last reviewed by the Eddy Board, the system has withstood a further test of war - the Korean War - and has been found sound. The Board approached its task with the conviction that the school system of the next decade should be no less effective than its present counterpart.

SECTION V

SUMMARY DISCUSSION

<u>Subject:</u>	<u>Paragraph</u>	<u>Page</u>
Introduction	21	9
Objectives, missions, and scopes (annex 5)	22	10
Organisational structure of the Army service school system (annex 6)	23	12
Requirements and quotas (annex 7)	24	16
Training of newly commissioned officers (annex 8)	25	21
Branch service school training and education (annex 9)	26	23
US Army Command and General Staff College (annex 10)	27	27
Senior colleges (annex 11)	28	29
Armed Forces Staff College (annex 12)	29	31
Logistics education and training (annex 13)	30	32
Advanced civil schooling (annex 14)	31	34

SECTION V (Cont)

SUMMARY DISCUSSION (Cont)

<u>Subject</u>	<u>Paragraph</u>	<u>Page</u>
Specialist schools (annex 15)	32	36
Res; unsibility for development of doctrine (annex 16)	33	38
Constructive credit (annex 17)	34	39
Other programs for officer education and training (annex 18)	35	39
Subjects recommended for further study by the Department of the Army (annex 19)	36	41

21. Introduction.

a. Within the environment outlined in the preceding section, the Board's major consideration was the determination of the adequacy of the system to fulfill the needs of the Army under conditions short of war and conditions of limited and general war. The Board recognized the necessity for flexibility in the system in order to allow it to keep pace with developments and to accommodate changes necessitated by varying degrees of mobilization as well as the desirability for stability of operation during periods not involving actual or imminent hostilities. Although the major effort of the Board was directed to a review of the school system under conditions obtaining during the first half of calendar year 1958, sufficient inquiry was made into the status of mobilization planning to determine that the school system appears capable of performing its traditional role in support of an expanding Army.

b. With respect to the primary task assigned in its terms of reference, the Board determined that the present system for education and training of Army officers is generally adequate to meet the needs of the Army from the present to 1970. However, certain adjustments and refinements can be made in the interests of improving the system and its operation.

c. The succeeding paragraphs of this section consist of summary discussions of the issues placed before the Board in its terms

of reference plus those major issues developed by the Board, and include the general nature of the conclusions thereon. Annexes 5 through 19 contain a more comprehensive treatment of the same general subject matter. Recommendations of the Board are set forth in section VI.

22. Objectives, missions, and scopes (annex 5).

a. In this area, the Board conducted an analysis designed to review the soundness of the Army's concept of military education and to determine its adequacy to meet current and future needs. Under the terms of its directive, the Board was required to examine the appropriateness of the current service school and service college missions in relation to each other and to all other elements of the overall military educational system; the Board extended this examination to a review of the objective of the school system and to a determination of certain basic principles and policies for this system.

b. The Board first considered the existing statement of the objective of the service school system for the purpose of testing its validity and determining if it should be altered to include preparation for peacetime duties as a principal element. The Board noted that many existing demands upon the Army and its school system tend to divert the system from the stated objective of preparation for wartime duties. These demands reflect a natural desire that each peacetime function of the Army receive thorough coverage within the school system, and indicate the high regard for the part played by the system in overall officer education and training. The Board realizes that the schools must make appropriate accommodation for instruction in peacetime duties, but is of the opinion that this accommodation should not change the basic objective. Instruction must have a clear focus on a single objective. That objective should remain as presently written in paragraph 2, AR 350-5, "to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command."

c. Analysis of the missions of the system, as set forth in paragraph 2, AR 350-5, indicated the desirability of minor revision to specify the instructional tasks and to indicate the responsibility for training Allied students.

d. In its analysis of the relationship of the school system to all other elements of military education, the Board's principal

interest was the determination of a proper balance for the system, wherein the influence of formal military education in the general development of officers was neither overstressed nor deemphasized. The Board noted that post-World War II conditions have created an undesirable tendency to require the school system to teach essentially everything an officer may need to know. Under such conditions, the school system loses its focus on fundamentals; and other important means of officer education, such as individual study, troop schools, and on-the-job training, lose their rightful place in the overall picture. The Board is of the opinion that a better balance between the school system and other elements of military education should be achieved. Attainment of this balance is an important theme of this report.

e. In addition to this basic question of appropriate balance and emphasis, the Board reviewed the broad concepts, principles, and policies which have governed the system during its years of growth. These guidelines, which have evolved as the school system adapted to the challenges of World War I, World War II, Korea, and the cold war, are the product of experience and establish the policy framework of today's excellent system. Although they do not appear in official publications as formal policy, these policies and principles are generally recognized and followed in the Army today. However, as noted in the preceding paragraph, situations can arise wherein the system is not in the best attainable balance; and the Board's review also determined instances where the press of day-to-day operations denied the system its necessary measure of support and policy guidance. In the interest of maintaining the best posture for the school system in the future, the Board desires to set forth these basic concepts, principles, and policies in an official publication for the guidance of schools and responsible agencies. Accordingly, the Board has compiled a draft of these guidelines and has incorporated them in its proposed revision of AR 350-5, Military Education (annex 5). They are also summarized in Recommendation 5, section VI.

f. The Board reviewed in detail the mission and scopes of instruction at each level in order to determine the necessity for any adjustments within the school system itself. This review included consideration of completeness of subject coverage, avoidance of overlap, adjustments within scopes occasioned by new concepts and organizations, desirability of streamlining curricula, the necessity for minimizing the number of officers in student status, the relationship of the

level of instruction to the experience level of the student officer, and the adaptability to future requirements.

(1) The Board concludes that the scope of branch level instruction should be expanded to include the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective.

(2) The Board considered two possible adjustments of the scope of USACGSC instruction: the allocation of the bulk of division level responsibility to the branch service schools, and the transfer of responsibility for instruction in field army and theater army logistical command to the US Army War College. This analysis affirmed the existing scope of USACGSC instruction covering division, corps, field army, theater army logistical command, and theater army replacement and training command.

(3) The Board's review of the mission and scope of responsibility of the US Army War College resulted in clarification of the mission in light of the experience gained since reestablishment of the college in 1950, and in acceptance of the present scope of responsibility which includes theater army and army group. Proposed restatement of missions is in Recommendation 4, section VI.

g. As a result of its examination of the program for advanced education in civilian institutions, the Board arrived at a revised statement of purposes which reflects military and academic trends projected into the next decade. Proposed statement of purpose is in Recommendation 32, section VI.

h. The Board considers that missions prescribed at each level must conform to the overall objective and missions of the school system and that detailed statements of these missions and scopes of responsibility should appear in similar form in the Army Regulations pertaining to each school.

i. See annex 5.

23. Organizational structure of the Army service school system (annex 6).

a. The Army school system currently includes 19 branch schools, 12 specialist schools, and 2 colleges devoted to officer education and training. The organizational structure of this system must provide for the accomplishment of the basic school missions of instruction, development of doctrine, preparation of training literature, cross-service and Allied training, and directed support of other training activities. Under these missions, major functions include the detailed planning and coordination of curricula, the balanced programming of student loads, the employment of modern and effective educational methods, and timely provision of doctrinal guidance. This structure must also provide for sufficient staffing and logistical support of the schools, and for adequate supervision of school activities to insure uniformly high standards. Finally, the organization should insure staff representation at Department of the Army and Hq USCONARC adequate in numbers and stature to give proper policy guidance and command support to the schools.

b. Command responsibility and authority for all functions of all schools and colleges of the school system is presently vested only in Headquarters, Department of the Army. This headquarters is relatively remote from the requirements for direction, control, supervision, and inspection of the school system and must fulfill its responsibilities by issuance of appropriate policy guidance. Responsibility for operational matters is presently divided among Hq USCONARC, the Department of the Army general staff, the technical and administrative services, and special agencies (ASA). The "directoriate" of the major part of the Army school system is Hq USCONARC; under the provisions of AR 10-7, this headquarters currently exercises a measure of centralized direction and control of curricula and instruction.

c. In its evaluation of the structure of the school system, the Board examined several alternate organizations. Specifically, consideration was given to a separate school command under either Department of the Army or Hq USCONARC, and to the placing of the schools of the technical and administrative services under command of either Hq USCONARC or of a separate school command, if established. The Board noted that a separate school command has the advantages inherent in functional organization and centralized control. If it were feasible to isolate officer education and training from the other functions of the Army, a separate school command would appear to be an excellent organization. However, officer education and training cannot be so

isolated--the same major schools which teach officers are actively engaged in the training of enlisted men; the commandant of a major school who also acts as the commander of a center normally has responsibilities for training and support of large tactical units and for the conduct of reserve training; the Combat Developments system is intimately related to the school system, but is organizationally distinct. The budgetary support for each of these activities follows different channels to the operating level. Under these circumstances, the establishment of a separate school command would increase the number of supervising headquarters without decreasing the magnitude and severity of operational problems at the school level. The Board rejected this organizational concept as incompatible with the existing organization and administration of the Department of the Army. Analysis of the proposal to place all schools of the technical and administrative services under the command of Hq USCONARC revealed the same basic advantage of centralized control. However, such an organization would place Hq USCONARC in the position of budgeting and administering the support of these schools, and of managing the technical and administrative service personnel assigned as staff, faculty, and students. This would disrupt the existing command relationship and responsibilities of Hq USCONARC and of the heads of technical and administrative services in discharging their assigned responsibilities. As long as the chiefs of technical and administrative services retain their present broad responsibilities they should continue to exercise command over their respective schools.

d. The Board concludes that the current system is preferable to possible alternatives in that it adheres to established command responsibilities and relationships, is compatible with the branch structure of the Army, is responsive to requirements for doctrinal guidance, and possesses the capability for controlled expansion of school resources to meet mobilization requirements. However, this system should be improved by increasing CG, USCONARC's responsibility and control over the entire school system, with the exception of the oversea schools, US Armed Forces Institute, US Military Academy, US Military Academy Preparatory School, and those schools and courses whose curricula are predominantly of a medical professional nature or of a nonmilitary nature. To assume this increased responsibility, CG, USCONARC, should be designated as the Director of the Army school system. He should direct, control, and approve the curricula and instruction in all Army service

schools except those listed above. In discharging these broad responsibilities, it is contemplated that CG, USCONARC, would:

(1) With regard to the heads of technical and administrative services and separate operating agencies, coordinate as appropriate on all matters pertaining to curricula and instruction.

(2) With regard to curricula:

(a) Eliminate unnecessary overlap between schools and between courses of instruction.

(b) Insure appropriate balance of instructional material to meet the objectives of courses of instruction.

(3) With regard to instruction, exercise necessary supervision including inspections to provide for:

(a) Use of appropriate methods and uniform standards of instruction.

(b) Adequate staff and faculty.

(c) Adequate facilities and support.

(4) With regard to new courses of instruction and new schools, coordinate and review requirements.

(5) With regard to other responsibilities outlined in AR 10-7, continue as at present.

e. The overall guidance and direction of the school system rests with two principal staff elements: the Schools Branch, Training Division, Office of Director of Organization and Training, Office of the Deputy Chief of Staff for Military Operations, Department of the Army; and with the Schools Division, G3 Section, USCONARC. The Schools Branch at Department of the Army level has 7 officers, the Schools Division at USCONARC 8. The Board is of the opinion that officer education and training is inadequately represented in numbers and stature under the existing allocation. The representation must be made sufficient to provide timely reaction to educational problems and

to insure that the school system receives strong support at the high staff and decision level. (NOTE: See figure 1, page 17, for chart of proposed organization of the Army school system.)

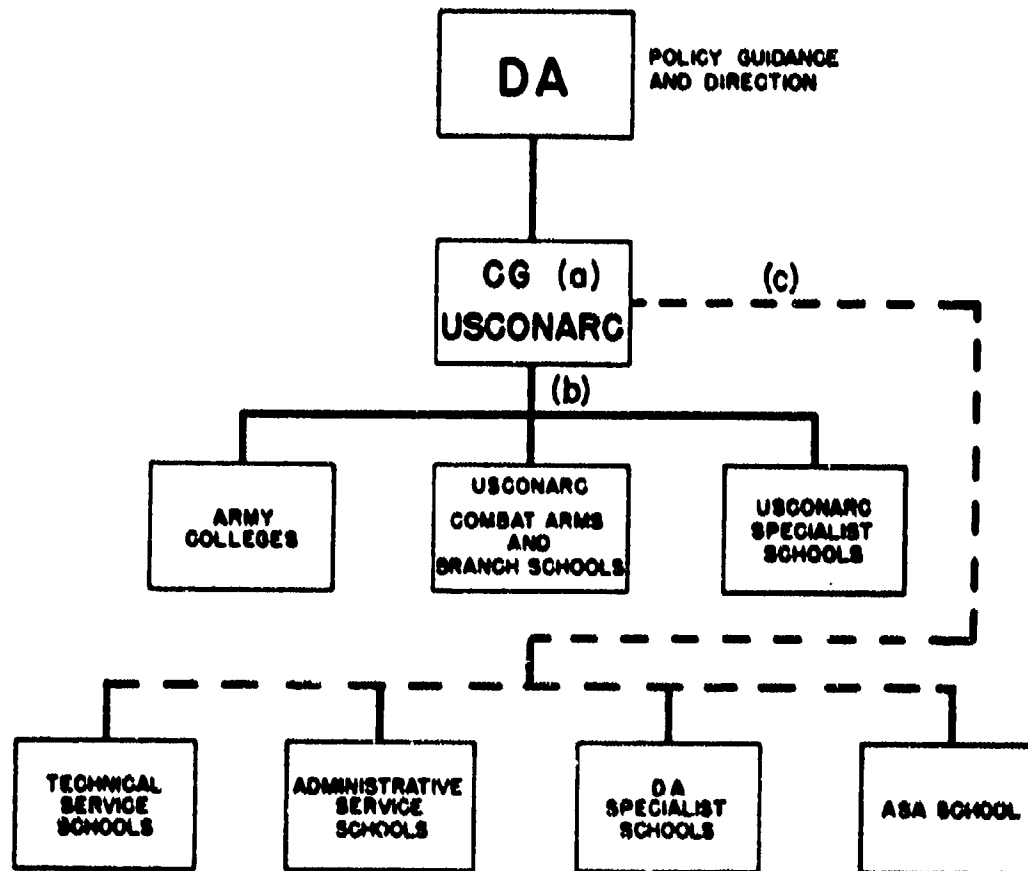
f. Within the school system, continuity of curricula development, standards of instruction, and development of doctrine can be assured only if the responsible staff and faculty members at the school are given the opportunity to become acquainted with requirements and previous actions in these areas; the commandant and his staff and faculty must also be afforded adequate time to develop their own programs and carry them to completion. The Board considers the requirement for continuity to be of sufficient importance to warrant a greater stabilization of assignment of all officers assigned to the staff and faculty of schools; this stabilization is particularly important in the commandant's position. Additionally, the tours of the commandant and assistant commandant should be staggered to provide increased continuity.

g. See annex 6.

24. Requirements and quotas (annex 7).

a. The terms of reference directed the Board to determine requirements for graduates at various levels; to determine the capability of the school system to meet these requirements; and to determine appropriate quotas by percentages to US Army Command and General Staff College and the Armed Forces Staff College for the combat arms, technical services, and administrative services. This was a complex task; since the only exact factor involved was the onetime student load for each school. The interpretation of all other factors demanded judgment, analysis, and balance, a statistical solution was inadequate. At the college level, requirements tend to be increased by the desire to educate as many officers to as high a level as possible; by the belief that the unknown demands of the future will place a high premium on the versatility and competence engendered by schooling; by the reluctance to impose any educational ceiling on the advancement of career officers; by the requirement to fulfill expanding Army commitments in the joint, unified, and combined fields; and by the increasing tendency of major commanders and staff agencies to indicate that graduation from US Army Command and General Staff College or a senior college is a prerequisite for assignment to many positions. A practical ceiling is established on the number of officers who can attend by the physical

PROPOSED ORGANIZATION ARMY SCHOOL SYSTEM



- (a) DIRECTOR, ARMY SCHOOL SYSTEM. SUPERVISION OF THE ARMY SCHOOL SYSTEM.
- (b) CLASS I INSTALLATIONS AND ACTIVITIES, UNDER COMMAND OF 21 ARMY (OR MDW) IN WHICH LOCATED EXCEPT FOR DIRECTION AND CONTROL OF SCHOOL FUNCTIONS, TO INCLUDE CURRICULA, INSTRUCTION, COMBAT DEVELOPMENTS EXERCISED BY USCONARC.

- (c) CLASS II INSTALLATIONS AND ACTIVITIES, UNDER COMMAND OF CHIEFS, TECHNICAL AND ADMINISTRATIVE SERVICES AND SEPARATE AGENCIES. DIRECTION AND SUPERVISION OF SCHOOL FUNCTIONS, TO INCLUDE CURRICULA AND INSTRUCTION, EXERCISED BY USCONARC AND COORDINATED THROUGH PROPONENT SERVICE OR AGENCY.

Figure 1

capacity of the colleges, by the minimum course length and curriculum content, by the personnel support capability for students and faculty, by the necessity to reduce the number of students to a minimum in order to support operational elements of the Army, and by the desire to insure that available resources of money and personnel are not expended in the education of officers with minimum potential. In determining requirements, the Board used the best available numerical figures (provided by the Department of the Army) as a planning base and considered them in light of the factors above.

b. (1) The Board believes that all career officers will normally be assigned to positions which require thorough branch training for the effective performance of duty. Hence, essentially all career officers, without regard to component, should attend their branch course(s) in order to attain the requisite professional skills.

(2) At US Army Command and General Staff College, the problem involved the best use of the onetime capacity of 1150 students, while maintaining a desirable quality of students and meeting a requirements planning figure of 10,242 (this figure was derived from studies forwarded to the Board by the Department of the Army). The Board considered various lengths of regular courses and combinations of regular and associate courses. Based on this analysis, it was determined that 1 regular course of approximately 750 annually and 2 associate courses of approximately 400 each, with a total annual output of approximately 1,550 will best satisfy the requirement for US Army Command and General Staff College graduates under existing personnel conditions. As a guide, the Board feels that approximately 65 percent of eligible Regular Army officers should attend US Army Command and General Staff College; this appears feasible under the courses and quotas outlined above.

(3) Analysis of the annual output of Armed Forces Staff College graduates (126 Army officers) indicates that this figure is minimally adequate to maintain the planned stockage of 1,066. (This planning figure was derived from studies forwarded to the Board by Department of the Army.) However, the Board noted the general excellence of the course at Armed Forces Staff College, the high regard in which the College is held throughout the Army, and the sizeable return which the Army receives for a relatively modest commitment of personnel and resources. Particular weight was given to the probable increase of the importance of Armed Forces Staff College training to meet joint

commitments. These considerations led the Board to the conclusion that the Department of the Army should initiate action to attain a substantial increase in the annual quota at Armed Forces Staff College. It is admittedly difficult to determine what the size of this increase should be; for any figure can be only an estimate. However, in consonance with the Board's belief that the Army should move decisively as an exponent of joint education, an increase of approximately 100 percent in the annual quota is considered appropriate.

(4) Review of the existing annual quota of 278 senior college graduates indicates that this output is adequate to meet the requirements planning figure of 1,558 (derived from studies furnished to the Board by the Department of the Army). The Board considers that this output of 278 should be continued in order to provide a substantial base of officers trained to fill high level positions.

c. In its consideration of school capacities, the Board determined that existing capacities can apparently satisfy the recommended requirements, with the exception of the Armed Forces Staff College. This acceptance of the physical capacities as adequate to accommodate the indicated numbers of students does not, in any sense, lessen the necessity for continued modernization of the physical plants and for improvements in quantity and quality of housing.

d. In determining quotas for the combat arms and the technical and administrative services, the Board found that no single criterion such as relative branch strength, requirements to fill branch material positions, or requirements to fill branch immaterial positions could be applied. The determination of quotas was finally based upon an analysis of the mission and scope of the course concerned in relation to the missions and functions of the arms and services, on the stated branch material and branch immaterial requirements, and on a recognition of the desirability of substantial attendance by technical and administrative service officers at the service colleges. The Board arrived at a quota of approximately 65 percent for the combat arms (Infantry, Armor, Artillery) and 35 percent for the technical and administrative services at US Army Command and General Staff College and the Armed Forces Staff College, and the senior college level. For the senior colleges, this 65-35 quota is attained by a quota of approximately 70 percent for the combat arms and 30 percent for the technical and administrative services at all senior colleges except ICAF, and by a quota of

approximately 80 percent for the technical and administrative services and 20 percent for the combat arms at ICAF.

e. The Board was also required to determine the validity of the current concept of conducting regular and associate courses. This concept, as stated in paragraph 15, AR 350-5, is currently implemented by the conduct of associate courses at branch company and advanced levels and at US Army Command and General Staff College. These associate courses are attended primarily by career officers; they are resident courses which abridge the regular courses. As indicated in b(1) above, the Board believes that essentially all career officers, without regard to component, should attend their branch career course(s); hence the Board does not indorse the current concept of associate courses at the branch level. However, the Board does indorse a different concept of the associate course at branch level wherein the course is designed primarily for the training of reserve component officers not on active duty. (See subparagraph 26c below for discussion of branch associate course.) At US Army Command and General Staff College level, the Board indorses the validity of the current concept wherein an abridged version of the regular course is attended primarily by career officers on a resident basis. Here, the associate course provides an educational opportunity for deserving officers who may not qualify for the regular course; it permits variations in the ratio of Regular and career Reserve officers to meet particular conditions; it gives flexibility to personnel management in individual cases; it provides motivation to career Reserve officers; and it provides resident education at this level for reserve component officers not on active duty. For these reasons, the Board believes an associate course is essential at the US Army Command and General Staff College level. However, the Board considers that this associate course should be kept at a low quota consistent with the demand for flexibility, and that long-term emphasis should be placed upon increasing the quota to the regular course. At the US Army War College, the Board considers there is no requirement for associate course training and believes the concept of an associate course is basically incompatible with the educational objectives at this level.

f. A specific area of Board interest concerned the determination of requirements for language training. The Board noted that, although the total annual student load has remained relatively stable, the average annual variation in student load for each of the languages

taught has approached 50 percent. An annual variation of this size would have an unfavorable impact on any service school, but it is particularly damaging to the US Army Language School where the instruction is essentially tutorial, the classes are small, and the instructor-student ratio is necessarily high. Under such conditions, these wide fluctuations require an excessive turnover in the faculty (which must be of exceptional quality and is inherently difficult to recruit), and prohibit the stability which is essential to long-term effectiveness of the US Army Language School. The Board realizes that unforeseen international developments may contribute to these fluctuations, but is of the opinion that better planning by the responsible agencies of the Department of the Army staff should establish and maintain a more stable requirement for each of the languages taught.

g. See annex 7.

25. Training of newly commissioned officers (annex 8).

a. In its examination of this subject, the Board analyzed the alternatives of immediate assignment to duty with troops or initial attendance at a branch service school.

(1) The Board considers that there are many good reasons for sending the young officer directly to duty with troops, such as, the absence of practical experience to which he can relate instruction, his lack of motivation for further schooling immediately after 4 years in an academic atmosphere, and his desire to assume the status of an officer and practice his profession. However, the concept of a combat-ready Army dictates that the young officer be capable of assuming the normal duties and responsibilities of a junior officer when he reports to troop duty. Although the USMA graduate, the OCS graduate, and the branch material ROTC graduate are reasonably well prepared for immediate troop duty, the majority of the ROTC graduates, having had only a general military science program, are not well prepared.

(2) The Board concludes that immediate assignment to duty with troops is preferable both from the standpoint of the officer and the service; and that the long-term objective of the precommissioned training program should be the production of officers who are prepared for immediate and effective performance of troop duty. However, this objective is not being attained at present. The newly commissioned

officer is generally not fully prepared to assume the duties and responsibilities of command in a combat-ready Army. Under these circumstances, the Board believes it is essential that newly commissioned officers attend an orientation course of approximately 8 weeks' duration prior to assignment to duty with troops. This course should be limited to those subjects essential to the young officer in his first duty assignment, with emphasis on fundamentals, weapons, and equipment. The course should stress practical work with a minimum of theoretical instruction; its length and content should be adapted to the variations in precommissioned training of the different categories of officers.

b. Ranger, airborne, and army aviation training. - The Board was specifically directed by its terms of reference to consider the feasibility of incorporating ranger training in branch regular basic officer courses.

(1) The Board considers that ranger training is an excellent vehicle for teaching troop leadership and self-confidence, and is desirable training for all career officers. However, if this course is to be incorporated in each branch basic course, appropriate terrain must be found near each branch school and the facilities available for the present ranger course must be duplicated; or the objectives and standards of ranger training must be compromised. It appears that any attempt to decentralize ranger training and gear it to "mass production" would reduce standards and increase costs. The Board believes that ranger training should be conducted as a separate course of instruction at the US Army Infantry School, and should not be incorporated in any branch career course.

(2) The Board also considered the appropriateness of AR 621-109 as a basis for governing attendance at ranger, airborne, and army aviation training courses. The Board believes that the provisions of this regulation which make this training mandatory for newly commissioned Regular Army officers, but which permits them to choose the course or courses they attend, are appropriate. The ranger and airborne courses are of particular value to the young officer because they develop leadership qualities and instill self-confidence -- thus they help to prepare him for his first duty with troops and should be conducted as soon as possible after the branch orientation course. However, army aviation training leads to the attainment of a specialty which is not as closely related to the duties of the junior leader with

troops, and which can be more effectively used after experience with troops. The Board believes that, at the earliest practicable date, the provisions of AR 621-109 should be modified to defer attendance at army aviation training courses until after completion of at least 1 year of troop duty.

c. See annex 8.

26. Branch service school training and education (annex 9).

a. Branch career courses. - The structure of branch career schooling must be designed to accommodate two separate officer career patterns; first, for those officers who are assigned directly to and who remain with a particular branch of service; and second, for those officers who serve a tour of duty with a combat arm and subsequently revert or transfer to a technical or administrative service. Further, it must be designed to accommodate the different requirements of the branches. The primary question is whether in addition to the initial orientation course, branch schooling should consist of a 2-course pattern including company and advanced levels or one comprehensive course covering both these levels.

(1) The 2-course program provides formal schooling which can be closely adapted to the students rank and experience; it should increase student retention of knowledge; and helps keep the officer abreast of new developments.

(2) The one course of a full academic year appears to provide sufficient time for essential branch instruction; will avoid duplication of instruction; will permit the school to improve instruction by concentrating its resources on a single course; and will reduce expenditure of personnel and finances for the school system. It will provide for lengthier onetime student assignments and increased stability of troop duty assignments; and will establish a better balance between formal schooling and practical experience, individual study, and troop schools in the overall development of the officer.

(3) Accordingly, the Board concludes that one comprehensive branch course (exclusive of the branch orientation course) of approximately 1 academic year's duration, to be attended at 3 to 8 year's service should be standardized for all branches. (See figure 2, page 25

for chart of proposed educational pattern.) The scope of this course should be designed to prepare the officer to perform duties at company through battle group or comparable level; and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective.

b. Training of artillery officers. - The Board was specifically directed in its terms of reference to consider "the adequacy of the present school system for producing artillery officers who are qualified to perform appropriate duties in the fields of antiaircraft and field artillery to include conventional weapons, atomic weapons and guided missiles."

(1) The Board is aware of the important part the school system must play in integrating the artilleries and recognized the essentiality of integrated instruction. The issue involved is whether integrated instruction should be initiated at the orientation course level or delayed until the branch 1-year course.

(2) Conduct of integrated instruction at the orientation level will broaden the student's knowledge and capability at an early date, will impress him with the facts and requirements of integration, and will improve the flexibility of assignment within the artillery branch. On the other hand, early integrated instruction requires an undesirably long course immediately after commissioning; it teaches the junior officer skills which he probably will not employ immediately and which may well be out of date when his assignment requires them. Additionally, it does not capitalize on the instructional flexibility of weapons orientation courses in preparation for cross-assignment; it splits the instructional effort; and it tends to orient the newly commissioned officer in two fields rather than make him relatively expert in one.

(3) Based on this analysis, the Board believes that the newly commissioned artillery officer should attend an orientation course in either field artillery or air defense artillery corresponding to his initial troop assignment and that integrated instruction should be presented only in the branch career course. The Board considers that instruction at the branch career course level covering both air defense and field artillery will insure the integration of the two fields; and will,

PROPOSED EDUCATIONAL PATTERN

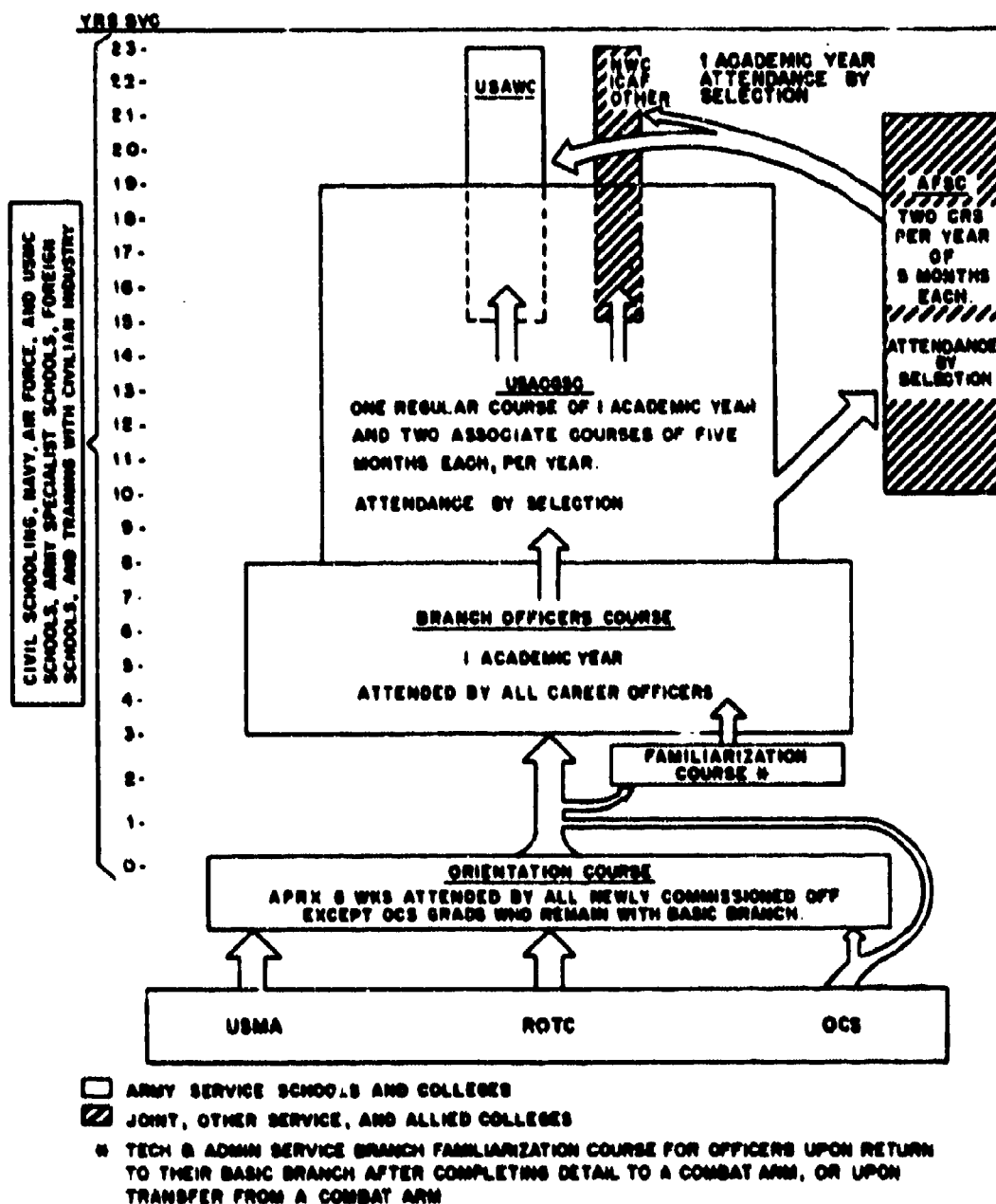


Figure 2

in conjunction with specialist courses, weapons qualification courses, and appropriate cross-assignments to troop duty, produce artillery officers who are well qualified in both fields.

c. Training of certain technical and administrative service officers. - The Board believes that those officers who transfer or revert to a technical or administrative service upon completion of a tour of duty with a combat arm should attend a brief branch course which is designed to familiarize the officer with the organization and functions of his new branch and to prepare him for duties at the platoon and company level. These officers should normally complete a tour of duty with their new branch before attending the 1-year branch course.

d. Schooling for career Reserve officers. - The Board considered the question of whether branch career schooling should be conducted in a regular course, primarily for Regular officers, and in an associate course, primarily for career Reserve officers. The Board noted that career Reserve officers are assigned to essentially the same duties and incur the same responsibilities as Regular officers during their branch service. The Board concludes that branch career schooling should be conducted in a single career course to be attended by essentially all Regular and career Reserve officers, without regard to component.

e. Associate courses. - Associate courses should be retained at the branch school level for the training of reserve component officers not on active duty. These courses should be designed to require a minimum of resident instruction in recognition of the fact that these officers seldom can leave their civilian pursuits for an extended period. The Board believes that these courses should be organized as combination resident and nonresident instruction. Resident instruction should be limited to subjects which cannot be adequately covered by nonresident methods. As an interim measure pending full implementation of the recommendation for the 1-year branch career course and to accommodate exceptional cases, branch schools should continue to conduct resident associate courses of the current type when necessary to satisfy specific branch requirements.

f. Common subjects.

(1) The Board recognizes the necessity for orientation on subjects of common interest to all officers and generally supports

the existing system for Common Subjects instruction. However, this program has reached such proportions that it is interfering with essential coverage of branch material subjects, and commandants are hard pressed to incorporate the required hours of instruction within the programs of instruction. The trend is toward an increase in hours allocated to Common Subjects; this situation will become more acute when branch training is accomplished by an orientation course and a single career course, as recommended by the Board.

(2) The Board is of the opinion that the demands upon the branch schools for formal instruction in Common Subjects should be modified by the elimination of subjects of marginal value; by the reduction of hours of coverage to a minimum; by coverage of appropriate subjects in an individual study program, information program, or troop schools; and by giving maximum freedom of action to commandants in the coverage and integration of instruction in Common Subjects.

g. The Board considers that branch career courses should be designed and conducted so as to challenge the student officer. Increased emphasis should be placed on practical work and instruction with troops, with a corresponding reduction in routine classroom instruction involving limited student participation.

h. See annex 9.

27. US Army Command and General Staff College (annex 10).

a. The Board's evaluation of missions and scopes in paragraph 22f affirmed the position of importance which the US Army Command and General Staff College has traditionally held. Not only is it the keystone in an officer's military education, but it is recognized universally as the Army's senior tactical school and the principal academic institution concerned with the operations of all the combined arms and services in combat. It was noted that USACGSC has recently accomplished a major reorganization of the staff and faculty, a complete revision of the curriculum, and the introduction of a number of changes reflecting progressive concepts of educational philosophy and academic methods. The curriculum for the academic year 1957-58 appears to be properly oriented with respect to the reorganization of the Army into the pentagonal structure, the modern concepts of the Army's missions, the

implications of atomic warfare, and the impact of new weapons systems and other developments.

b. The course at USACGSC is reasonably rigorous and imposes considerable demands upon the student. In the opinion of the Board, any course which trains in the basic techniques of general staff action, which develops the intellectual capability for decision-making and which covers the broad organizational and operational scope of the college curriculum, must inherently be rigorous and demanding of the student. The pace of the course must prepare the student for the operational pressures of staff and command duties. The content and methodology should present a challenge which motivates the student but does not overwhelm him. Student performance ratings should continue to foster the competition which is inherent in an officer's career; however, academic rankings in themselves should bear only minor weight in any subsequent evaluation of the officer's capability.

c. The existing years of service prerequisite for attendance at the regular course is 8 to 15 years, and for the associate course, 8 to 19 years. The Board accepts as a matter of policy that selection for attendance at both courses should be made on a best-qualified basis without regard to component. It also indorses the practice of according equal credit for attendance at the regular and associate courses. Consequently, the Board finds it inappropriate to have different years of service prerequisites for the two courses and considers that the prerequisites for both courses should be established at a minimum of 8 and not more than 19 years of service.

d. The Board noted that a lengthy period may elapse between an officer's graduation from USACGSC and his selection for command as a senior colonel or general officer. In the interim, the officer may lose his familiarity with operational doctrine, tactics, and techniques. To provide refresher training, the Board considered the establishment of a formal advanced operational course at USACGSC, of 3 to 4 months' duration, with an annual quota of approximately 70 to 100 highly selected officers. Analysis of this proposal affirmed the necessity for refresher training of selected senior officers, but indicated that a course of the proposed length and restricted attendance was undesirable. The Board noted that the Senior Officers Nuclear Weapons Employment Course now conducted at USACGSC and the other refresher courses conducted at service schools provide an adequate basis for refresher training; these courses should be continued and augmented as conditions dictate.

e. See annex 10.

28. Senior colleges (annex 11).

a. In this area the Board's interest centered on the US Army War College and its relationship to the other senior colleges. As an initial action, the Board evaluated the factors that led the Eddy Board to recommend the reestablishment of the USAWC and considers that these factors remain valid. The USAWC has fulfilled the need for providing advanced professional education of future Army leaders, and has regained a position of unquestioned prestige among the educational institutions of the armed services, other agencies of the government, and among civilian institutions with related interests. The Board concluded that the USAWC should continue at the apex of the Army school system.

b. The Board examined the current mission of the USAWC in light of historical developments and future trends, and concluded that this mission should be clarified by a revision to cover the professional development to be sought, the doctrinal responsibility assigned, the research and study responsibilities of the college, and the inter-service, interdepartmental and interacademic representation function. This mission is restated in Recommendation 4, section VI.

c. The Board found two conflicting concepts concerning the scope and emphasis of the curriculum at the USAWC. One envisions that the college should be strongly oriented toward Army problems, army group and theater army operations, and functioning of the Department of the Army staff; and that national strategy and international affairs should generally be subordinate. The second concept holds that the course should be primarily oriented toward problems of national strategy and the Army's role therein with secondary emphasis on Army operations and the Department of the Army staff functioning. At present, the second concept generally describes the curriculum of the USAWC. The Board finds this concept is a sound translation of the mission assigned to the USAWC as long as study of the role and mission of the Army receives major emphasis within the study of national strategy.

(1) The Board analyzed the adequacy of the USAWC curriculum to develop skills for the highest command and staff duties, in order to determine if the curriculum should be reoriented to produce officers trained for assumption of specific duties at Department of the

Army and higher levels. The Board affirms the generalist approach adopted by the USAWC wherein academic preparation for high level duties is accomplished by the study of strategic problems. It appears unsound, unrealistic, and probably infeasible to train officers at USAWC for specific duties and skills at Department of the Army level.

(2) As a corollary, the Board considered the use of the College to assist in the solution of selected problems normally charged to the Department of Army staff. The Board concludes that the time factor, the experience and the motivation of students, the academic adaptation, the lack of detailed staff information, and absence of coordinating agencies all indicate that the USAWC should not function as an extension of the Department of Army staff and that the present informal relationship with the Department of Army staff should continue.

d. The Board examined the relation, academically and administratively, of the USAWC to the National War College, The Industrial College of the Armed Forces and the other senior colleges. The coequal status of all senior colleges in current Army policy statements is acknowledged and concurred in. The Board recognized that the current requirement to select 4 of 5 Army graduates of the USAWC to attend the NWC annually tends to compromise this concept. If it becomes necessary to increase significantly the number of USAWC graduates attending the NWC, a reevaluation of the relationship between the two institutions may be required. The Board found that the current relation between the USAWC, the Naval War College, and the Air War College acceptable and suggests that increasing academic contact between the three institutions should be fostered by the Army.

e. In considering the impact of the trend toward unification of the operating elements of the US Armed Forces, the Board reexamined the concept of a National Security University System as proposed by the Gerow Board in 1946 and found the concept may, in the future, have application to all senior US colleges. The Board also examined several proposals to provide a broader understanding of sea power and air power. These proposals were analyzed against two principal factors: the national strategic scope and emphasis of the USAWC curriculum automatically includes unified (and combined) operations; and the limitations on the already crowded curriculum. The Board concludes from this comparison that the current trend towards unification does not necessitate an immediate radical change in the USAWC curriculum, and that increased emphasis on the naval and air aspects of military

policy and operations can be achieved through the following administrative actions:

(1) Increase the quota of USN, USMC, and USAF officers attending the USAWC, on a quid pro quo basis, adequate to insure representation of the other services in the normal student committee organization at the College.

(2) Endeavor to secure, on a quid pro quo basis, the assignment of additional members of the faculty at the USAWC from the USN, USMC, and USAF to insure naval and air considerations in appropriate instruction.

f. The Board examined several proposals designed to enhance the academic and professional prestige of the USAWC and considers the following two warrant further study by the Department of the Army:

(1) The Commandant, USAWC, be a lieutenant general or a general.

(2) The course at USAWC be correlated with a graduate course at a recognized civilian university for the award of a masters degree in an appropriate field.

g. The Board examined the desirability of establishing one or more nonresident courses at the USAWC. The Board concludes that the administrative complications and educational limitations on nonresident instruction at the USAWC render the establishment of such courses undesirable.

h. See annex 11.

29. Armed Forces Staff College (annex 12). - The discussion in subparagraph 24b(3) indicated the Board's high opinion of this joint college and noted that the increased importance of joint training warrants a substantial increase in AFSC capacity. Aside from these views, the Board considered the prerequisites which should guide the selection of Army students for attendance at AFSC. If the Army student is to fulfill his role at AFSC and in later duty on joint and combined staffs, it is essential that he have a firm knowledge of Army roles, missions, operations, and procedures at division and higher levels. This consideration affirms the existing prerequisite that the AFSC student

have credit for the USACGSC. In addition to this educational criterion, the student should have the personal and professional capability for effective work with the other services. The Board notes that the existing prerequisite concerning years of service covers a wide span from 10 to 21 years; this broad span is affirmed as a means of providing AFSC training for the young outstanding officer as well as for the more mature officer who has demonstrated his aptitude for joint service.

30. Logistics Education and Training (annex 13).

a. The Board was directed to determine the requirement for an additional logistical school (or schools) in the Army school system. As an initial step in this evaluation, a survey was made of the balance and adequacy of logistic instruction at various levels.

b. Logistics of the Army in the field is inseparable from operations. Therefore field logistics instruction, as in the case of operations instruction, should be conducted at all levels of career schooling. Branch schools present logistics instruction related to branch missions, from the lowest echelon up to and including the division. Technical service schools conduct instruction in field logistics, including mission support activities, to the highest level of branch responsibility. Above the branch level, logistics instruction must be presented as a function of command and staff responsibilities for larger units. The US Army Command and General Staff College conducts logistics instruction at the division, corps, and field army levels, and on the theater army logistical command. The US Army War College provides integrated logistics instruction pertaining to the Army in the field at the army group and theater army levels. The Board concludes that instruction in field logistics throughout the three levels of career education and training to include the theater army level is adequate and in proper balance with the other areas of instruction.

c. The technical service branch schools must provide instruction, in addition to that pertaining to field logistics support, in the areas of logistics involving procurement, production, and delivery of material and services within respective mission assignments. Such instruction is conducted in the career and specialist courses at each technical service school. The Board concludes that instruction currently being conducted at each branch school of the technical services in the area of branch mission logistics is adequate and in consonance with respective missions.

d. The Board next examined the areas of Army-wide logistics which includes the areas of field logistics and technical service mission logistics outlined above and all other logistical interests of the Department of the Army. The Board identified the instructional scope for this area to be education and training in Army logistics above theater army level to include industrial mobilization and the economic aspects of Army logistics related to Army and national strategy. Such education and training has special application to senior officers in the Logistics Career Program, senior officers of the technical services, and other senior officers on high level logistical commands and staffs. The Board finds that limited instruction in this area of logistics is provided through career courses of the school system; and that some phases of this instruction are covered by civilian schooling and specialist courses. For example, several specialist courses present instruction in the field logistics aspects of supply, maintenance, or financial management related to specific activities; the US Army Logistics Management Center provides supply management instruction on an Army-wide basis; civilian school courses in technical subjects related to logistics make a contribution to Army knowledge in this field; the US Army War College covers aspects of strategic logistics; and the Industrial College of the Armed Forces presents instruction in joint logistical matters at the national level of industrial and resource mobilization. However, this coverage of Army-wide logistics does not completely satisfy Army requirements.

e. In its determination of appropriate coverage for this area of logistics instruction, the Board adopted the basic approach that all subjects taught at the service college level must be given balanced treatment in order to present a well-rounded program of instruction. Logistics, personnel, intelligence, operations, and other areas of command and staff interest must be properly related in order to preserve the integrity of the generalist concept of education at the college levels. Under this approach, the Board considered several solutions designed to provide appropriate logistical coverage. Thorough examination was given to the proposal of the Deputy Chief of Staff for Logistics for the establishment of a separate logistics college at the senior college level, and to the proposal to provide this instruction by dividing the curricula of the US Army War College and the US Army Command and General Staff College into operations and logistics phases. The Board believes that the establishment of either a separate logistics college or a separate career course in logistics would be detrimental

to the generalist concept of officer education and training. Such action would tend to create a specialist division within the officer corps at a time when the indications for the future point to the need for greater homogeneity. The Board concludes that the desired instruction in Army-wide logistics can properly be incorporated within the existing school system and that such incorporation can be achieved by minor modification of the curricula of the US Army War College, the US Army Command and General Staff College, and the US Army Logistics Management Center to include appropriate segments of this instruction.

f. The action of the Board on the requirements and quotas pertaining to logistics education and training are set forth in paragraph 24 above. Likewise the related aspects on organization are discussed in paragraph 23 above.

g. See annex 13.

31. Advanced Civil Schooling (annex 14).

a. The advanced civil schooling program designed to attain a graduate level degree has been in full operation since 1946. Three thousand four hundred and forty-eight (3,448) officers have completed graduate training; of these, 30 percent are combat arms officers, and 70 percent are from the technical and administrative services. Five hundred and sixty-seven (567) officers were enrolled as of January 1958.

b. The Board first examined the present purposes of the advanced civil schooling program in light of the military and academic trends of the next decade. The existing program is generally well conceived and with some minor modifications will form a sound basis for the future. The Board agrees that a valid purpose for this program is the improvement of the officer's individual value to the service, and that the benefits to the service which are derived from intellectual growth by schooling must not be ignored. It is noted that the Army service school system seeks intellectual development as one of its primary objectives; within its appropriate scope, the advanced civil schooling program should do no less. Accordingly, the Board determined that the purposes of this program should be revised to insure a more comprehensive coverage of the needs of the Army. A statement of this revision is contained in Recommendation 32, section VI.

c. Having restated the purposes of the program the Board next assessed its adequacy, both quantitative and qualitative. The interrelated military and academic factors outlined in section IV above, the particular impact of the current rate of change in military technology, and the effect of existing policy on the program, led the Board to the conclusion that the Army should increase now and on a continuing basis the quantitative and qualitative output from the program.

d. The Board further examined the policy of educating officers under the advanced civil schooling program to fill specifically designated requirements. The Board found that a numerical statement of requirements is inherently inaccurate because it is a matter of individual judgement as to whether a graduate degree is mandatory for a specific position or whether a highly competent officer without a graduate degree could perform the duty. The Board also found that there is a large gap between current estimated requirements and current assets based on 3 or 4 officers per position vacancy. However, the Board found no realistic alternative to the requirements procedure to measure and control the program. In the Board's opinion, control by requirements must be liberally applied; the future development of the officer as a technician, a leader, an administrator, and as a teacher should be permitted; and the pursuit of necessary courses to qualify for a doctorate should be allowed in selected cases.

e. As a corollary, the Board looked into the policy direction and administrative control of the advanced civil schooling program and concluded that policy direction is correctly placed at Department of the Army level (DCSOPS). Administrative control is closely allied to individual officer personnel assignment, and therefore must remain decentralized to agencies handling officer personnel and to those Department of the Army staff agencies whose specialist programs require advanced civil schooling.

f. The Board examined the requirement, feasibility, and desirability of the Army establishing now or in the next decade an "Army Institute of Advanced Studies" similar to that of the USN and USAF. The Board found the principal advantages of the present contract system are favorable contacts with civilian students and faculty, satisfaction of Army requirements, and flexibility without waste of Army resources. On the other hand, the possible advantages of the separate "Army Institute of Advanced Studies" are specific adaptability to Army requirements, reduction of training time, and provision of Army research

laboratories. The Board concludes that the Army should continue to use the contract system with the best qualified civilian institutions and should consider creation of its own school only when the civilian institutions are unable to accommodate the Army's objective efficiently, effectively, and economically.

g. The Board notes that only volunteer officers now participate in the advanced civilian education program; an increase in the program may require directed assignment for this training. In this respect, the Board advances the three following suggestions which may augment the pool of volunteer officers and thus avoid directed assignments:

(1) Possible alteration of the USMA curriculum to permit cadets with an aptitude for advanced study to pursue a separate course better preparing them for postgraduate work.

(2) Contracts might be arranged to provide intermediate education and training preparatory to entry into the advanced civil schooling program.

(3) Use might be made of an Army scholarship program (a subsidized ROTC program similar to the Navy Holloway Plan currently proposed by the Ordnance Corps) to control the undergraduate preparation of selected students for advanced education after commissioning.

h. Finally, the Board examined the maximum age limitations presently governing entry into the program. This analysis recognized that age limitations must be established as guidance for personnel assignment, and noted the provisions for waiver of these limitations in existing regulations. The Board doubts that, even with the waiver provision, the present limitations are in consonance with the desired broadening of the program and suggests that a flexible policy which includes consideration of the officer's ability, the needs of the service, future utilization, as well as age criterion should be adopted as a basis for selection of officers to enter the program.

i. See annex 14.

32. Specialist schools (annex 15).

a. The 12 specialist schools (appendix to annex 15) supplement the branch service schools and colleges by providing instruction of a specialized nature which is applicable to more than one branch.

b. The Board's analysis of the specialist fields indicates that each field is sufficiently distinct to justify specialist instruction therein; further, the specialist instruction for each field is of such a nature that it cannot adequately be taught outside the school system. However, some specialist instruction is presented in career service schools, some in specialist schools, and some in separate specialist courses. Control over the establishment of schools and courses, and the conduct of these courses, is fragmented among several agencies. For example, there are a number of specialist schools and courses which are controlled by separate Department of the Army agencies; this is particularly true in the field of management where the Deputy Chief of Staff for Logistics, certain heads of technical and administrative services, and the Deputy Chief of Staff for Personnel operate management courses.

c. Under such conditions there is no assurance that the required instruction is presented at the most appropriate school, or that the course content is held to the minimum, or that unnecessary duplication of coverage between schools and courses is avoided. The Board concludes that Hq USCONARC should be designated as the single agency to coordinate and supervise all specialist training activities, and that this agency should examine the relationship of each specialist school to other specialist schools and to other elements in the educational system with a view toward making appropriate adjustments. Additionally, this agency should be charged with the review and coordination of future requirement for new specialist schools or courses to insure that unnecessary duplication of instruction is avoided, and that such new instruction is presented at the most appropriate school.

d. With respect to the physical consolidation of specialist schools, the Board noted that many studies have previously been conducted, generally with negative results. No attempt was made by the Board to conduct a detailed analysis of the type required to reach specific conclusions concerning this problem. The Board believes that, as a policy, schools should have a high degree of stability in location; and that any consolidation should be made only as an integral part of a major re-stationing effort.

e. See annex 15.

33. Responsibility for development of doctrine (annex 16).

a. The CG, USCONARC, has been assigned responsibility for development of doctrine pertaining to the Army in the field. This includes both current doctrine which is applicable to the Army as now organized, and future doctrine applicable to the Army projected as far as possible into the future.

b. The development of current doctrine has traditionally been a function of the school system, and is of comparable importance to the instructional mission. The Board considers that the schools are the best qualified agencies within the Army to perform this function and that no change is indicated in the system for developing current doctrine.

c. CG, USCONARC, has assigned primary responsibility in the highly significant field of future doctrine to the Combat Developments system. This system is a relatively new organization within which the schools perform an extremely important role by conducting studies and devising and assisting in tests and experiments. The Board gave consideration to possible alternate means for development of future doctrine including assignment of this responsibility to existing headquarters and the establishment of a doctrine command. However, the Board concludes that the Combat Developments system has a high potential for modernizing the Army and projecting it into the future, and that the schools are the best qualified agencies now available for performing the combat development functions assigned them. This is an activity of such vital significance to the Army that it should be continuously examined and evaluated in order to insure optimum accomplishment of the future doctrine mission.

d. The Board observed that the most decisive limitation imposed upon the doctrinal mission is lack of personnel resources allocated to the schools for this function. This applies to both current and future doctrine. Although officers assigned to instructional duties can make vital contributions to development of current doctrine, an office or agency should be established at each school with primary responsibility in this field. Further, the combat development agency should be separate and distinct from the current doctrine effort; both must be adequately staffed and properly guided in order to insure accomplishment of the doctrinal mission.

c. See annex 16.

34. Constructive credit (annex 17).

a. The constructive credit system in effect between March 1947 and May 1950 was a very effective device in readjusting career patterns and realigning a school system which had been dislocated as a result of World War II. The program for award of constructive credit based upon World War II experience and demonstrated ability has been completed, and no situation has arisen which would serve as a comparable basis for reinstituting such a program.

b. The Board considers that officers derive benefits from attendance at schools and colleges that cannot be duplicated by duty assignments available to most officers, and that a constructive credit system would tend to defeat the purpose of progressive military education in that it would not qualify an officer for higher duty or prepare him for higher schooling. At the same time, the Board recognizes that cases will arise which should be handled as exceptions to policy, and endorses current Department of the Army policies which provide for waiver of educational prerequisites in appropriate cases.

c. See annex 17.

35. Other programs for officer education and training (annex 18).

a. The preceding paragraphs have been related primarily to resident military schooling and to advanced civil schooling designed to attain a graduate degree. The Board also reviewed other programs of officer education and training, with specific attention to undergraduate educational programs intended to assist Army officers to attain a baccalaureate, to the language training program, and to a program for officer individual study.

b. The Board notes that the Department of the Army approved the recommendations of the Eddy Board that 90 percent of regular officers should have completed the educational requirements for a college degree, and that there has been little progress toward the attainment of this goal. As indicated in figure 2 of appendix to annex 14, 75.8 percent of all regular officers now have a baccalaureate degree; approximately 73 percent had this degree when the report of the Eddy Board was

submitted. This shortfall can probably be attributed to the Regular Army augmentation programs which continue to integrate officers who do not have baccalaureate degrees, and to the minimum product of existing programs for assisting Regular Army officers to attain baccalaureates. In this respect, the Board believes it is more important that candidates for a Regular Army commission possess basic qualities of leadership, integrity, intelligence, and potential for growth than that they possess academic degrees; hence the Board adheres to the existing policy that lack of a baccalaureate will not, of itself, constitute a bar to a Regular Army commission. On the other hand, possession of a baccalaureate is a distinct educational advantage; the individual and the Army should exert strong efforts to get this degree early in his career. Within this concept the Board considers that further progress toward formal education at the college level by those Regular Army officers who do not have a baccalaureate degree requires at least:

(1) Continued, sympathetic, and intelligent command emphasis throughout the Army to encourage the officer to pursue his studies.

(2) That otherwise qualified candidates for a baccalaureate degree be authorized a maximum of 12 calendar months of temporary duty at no additional expense to the Army at an accredited American college or university for the purpose of fulfilling resident requirements for a baccalaureate degree.

The Board desires to emphasize its belief that this assistance should be given early in an officer's career; senior officers should not be diverted from responsible official duties to obtain an undergraduate degree.

c. In its consideration of the language training problem, the Board recognized the general inadequacy of linguistic skills within the Army and believes that a comprehensive program should be established to overcome this deficiency. The existing US Army Language School forms an excellent training base which is capable of performing the necessary educational functions. Thus, the principal problems relate to the motivation of officers toward language training, and the utilization of language skills after schooling. The Board believes that the current voluntary program for language training offers an excellent opportunity for highly motivated officers to acquire a linguistic skill, but doubts that this program will produce trained officers in sufficient numbers. The nonvolunteer officer even though he lacks natural motivation toward

language training will be adequately motivated if the training is for the specific purpose of preparing him for an assignment which will use the skill. Hence, the principal action advocated by the Board is the designation of increasing numbers of existing positions on MAAG's, Missions, Allied staffs, and similar agencies as requiring language training prior to assignment. Such action would gradually and substantially improve the Army's aggregate capability in the linguistic field and would also alert increasing numbers of officers to the importance and benefits of language training (see subparagraph 24f re requirements for language training; subparagraph 36c for consolidation of language training, by item.)

d. In its initial consideration of the balance between the school system and all other elements of military education, the Board noted the tendency to place heavy reliance upon resident schooling to the neglect of other means which could contribute significantly to officer development. The Board adheres to the view that the career officer is a professional, and that under proper conditions, he has a natural desire to improve his professional knowledge. An intelligently conceived and simply administered program for officer individual study would benefit the officer and the service. It would be a particularly appropriate medium for keeping officers current in new developments, for orientation and indoctrination in service concepts and philosophies, and for coverage of subjects of general interest which do not require resident instruction. The establishment of the program presents problems in the training, informational, budgetary, and administrative fields which would appear to require resolution by Headquarters, Department of the Army. See subparagraph 36b below.

e. See annex 18.

36. Subjects recommended for further study by the Department of the Army (annex 19). - During the Board's deliberations, additional matters were developed which are of interest to the Army but which were not within the purview of the Board. The following is a list of the more important problems which the Board believes warrant further study by the Department of the Army:

a. The feasibility and desirability of returning to a branch material curriculum in all universities supporting the ROTC program. - One of the major factors affecting the training of newly commissioned officers is the extent and nature of their precommissioned training.

It appears highly probable that the level of training and the motivation of the ROTC graduate can be improved by requiring that all ROTC units employ branch material curricula. If the ROTC student were given a course designed to prepare him for effective duty with his own branch or service, the existing branch orientation course could be shortened or eliminated, and the availability of newly commissioned officers for troop duty would be increased.

b. The feasibility and desirability of establishing an officer's individual study program. - Generally, officers recognize their responsibility for continued study and individual development, and will participate in a mature and intelligent program of individual study. The great mass of material available complicates the problem and tends to confuse and misdirect individual effort. A formalized, controlled individual study program would further the education and training of Army officers by supplementing resident instruction and by providing direction and impetus to self-development.

c. The feasibility and desirability of establishing an integrated system, Government-wide, for language training. - Under the present system, the Army, Navy, Air Force, and State Department each conduct their own language training program, employing a variety of schools, instructors, and texts. A better use of resources and improved instruction could result from allocating the responsibility for the conduct of training in specific languages, for all Government agencies, to a designated service or department, with this allocation based upon an analysis of existing resources and requirements for all Governmental agencies concerned.

d. See annex 19.

SECTION VI

RECOMMENDATIONS

37. The Board recommends:

OBJECTIVES, MISSIONS, AND SCOPES

Recommendation 1. That the objective of the Army service school system remain as presently written in AR 350-5; that is:

"The objective of the Army school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command."

Recommendation 2. That the additional missions charged to the Army service school system, as stated in AR 350-5, be revised to specify the instructional task and to add the responsibility for training Allied students. The proposed revised statement of mission is:

"Missions charged to the Army service school system are to:

"a. Prepare and conduct resident instruction; prepare and administer nonresident instruction.

"b. Initiate action leading toward the formulation of new and revision of old doctrine.

"c. Prepare training literature.

"d. Accomplish cross-service and Allied understanding of Army tactics, techniques and operations by providing training, as directed, for members of other components of the Armed Forces and for Allied students.

"e. Support other training activities of the Army, as directed."

Recommendation 3. That, at the branch level, the scope of instruction be extended to include coverage of the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective; but that US Army Command and General Staff College retain its present responsibility for divisional doctrine, and that its existing scope of instruction not be altered.

Recommendation 4. That the scope of responsibility of US Army War College include army group and theater army; and that the mission of the US Army War College be restated as follows:

"a. To prepare selected Army officers for the highest command and general staff positions in the Army, in joint and combined commands; and for such high level positions within the Department of Defense and other governmental agencies at the national level as the Army may be called upon to fill.

"b. To develop the tactical and logistical doctrine relating to the organization, employment, and operations of army group and theater army to include joint aspects thereof; and provide curriculum coverage at these levels.

"c. To develop studies relating to optimum strategies, doctrine, organization and equipment for current and future Army forces.

"d. To develop interservice and interdepartmental understanding and to support academic exchange with selected civilian institutions, with emphasis on Army doctrine and operations."

Recommendation 5. That principles and policies essentially as outlined below be adopted as guidance for the school system and responsible agencies, and be incorporated in AR 350-5 and other appropriate regulations:

a. The importance of the service school system. -
The Army service school system is second in importance only to the troop units which are the fighting strength of the US Army. This system is the keystone of the Army's preparation for war-time duties and will assume an increasingly important role in meeting the challenges posed by new concepts, missions, and weapons.

b. Relationship of the service school system to other means of officer education and training. -
The Army service school system is the principal means of officer education and training. However, troop duty, on-the-job training, individual study, civilian schooling, information programs, and precepts acquired from seniors are significant factors in overall officer education and training. Each of these factors should contribute its share toward the development of the professional officer. A balance must be maintained which insures that the school system does not perform training functions which can appropriately be accomplished by other means.

c. Support of the school system. - The detailed planning and long lead time essential for effective operation denies the school system the flexibility which is characteristic of most Army functions. Hence, a high level of support is vital to successful accomplishment of school missions. Agencies charged with policy direction and support of the school system must, as a minimum, insure provision of a faculty adequate in quantity and quality; sufficient academic plant, housing, and school support troops; early doctrinal guidance, and establishment of firm student input quotas to permit

timely curriculum and course planning; and stability of faculty tenure.

d. Supervision of schools. - Agencies responsible for the direction and control of service schools will provide broad missions and guidance to the school commandants. Operating within these guidelines the commandants will be given wide latitude in accomplishing their missions.

e. Academic purpose. - The principal academic purpose at each level of the school system is the thorough instruction of all students in the fundamentals of ground combat and staff action pertinent to that level. Attainment of this objective is of paramount importance. When this knowledge of fundamentals has been gained the student will be projected into situations designed to develop his reasoning powers, tactical and strategic judgment, and intellectual capability. The ultimate goal is the development of officers who will be prepared to apply a sure knowledge of fundamentals to the complex situations of the future; and who will demonstrate intelligence, versatility, imagination, and initiative in their application.

f. Academic approach. - The academic approach at each level of the school system must fully exploit the capabilities of the student group. Instruction must be academically demanding and must be maintained at a level which credits the student with maturity and intellectual competence commensurate with his experience.

g. Curriculum content. - In all areas of the school system, the expanding scope of knowledge required to fight future wars tends to crowd and lengthen the curricula; and demands that an officer spend an increasing portion of his career in resident schooling. On the other hand, limited personnel resources and the desirability of sending as

many officers as practicable to schools make it necessary that curricula be kept at minimum length and content. To reconcile these conflicting demands, each curriculum should be focused on essentials, the curriculum should contain only those subjects which cannot be adequately learned elsewhere, and "nice-to-know" subjects should be acquired by individual study on a nonresident basis.

ORGANIZATIONAL STRUCTURE OF THE ARMY SCHOOL SYSTEM

Recommendation 6. That the provisions of subparagraph 7f. section II, AR 10-7, be revised in accord with the following:

a. The CG, USCONARC, is designated as the Director of the Army service school system. He will direct, control, and approve the curricula and instruction in all Army service schools except the following:

- (1) Oversea schools.
- (2) US Armed Forces Institute.
- (3) US Military Academy
- (4) US Military Academy Preparatory School.
- (5) Those schools and courses whose curricula are:
 - (a) Predominantly of medical professional nature; or
 - (b) Of a nonmilitary nature.

b. In discharging these broad responsibilities, CG, USCONARC, will:

(1) Coordinate as appropriate on all matters pertaining to curricula and instruction with heads of technical and administrative services and separate operating agencies.

(2) With regard to curricula:

(a) Eliminate unnecessary overlap between schools and between courses of instruction.

(b) Insure appropriate balance of instructional material to meet the objectives of courses of instruction.

(3) With regard to instruction, exercise necessary supervision, including inspections, to provide for:

(a) Use of appropriate methods and uniform standards of instruction.

(b) Adequate staff and faculty.

(c) Adequate facilities and support.

(4) With regard to new courses of instruction and new schools, coordinate and review requirements.

(5) With regard to other responsibilities outlined in AR 10-7, continue as at present.

Recommendation 7. That the primary responsibility of the Department of the Army General Staff with respect to the school system be the provision of policy guidance to the operating agencies; and that to the maximum extent feasible the Department of the Army General Staff be relieved of responsibility for the operation of schools.

Recommendation 8. That the Schools Division, G3 Section, USCONARC, be given a stature commensurate with its position as the focal point for guidance and direction of the Army service school system; and that this element of USCONARC be expanded and strengthened to insure its capability adequately to perform the functions and responsibilities presently assigned as well as those additional functions and responsibilities recommended in this report.

Recommendation 9. That tours of duty for all officers assigned to staff and faculty of schools be stabilized at a minimum of 3 years; and that the tours of commandants and assistant commandants be staggered to provide continuity.

REQUIREMENTS AND QUOTAS

Recommendation 10. That essentially all career officers attend career courses through the branch level.

Recommendation 11. That, under existing conditions, one regular course with an annual input of approximately 750 and 2 associate courses with a total annual input of approximately 800 be conducted at US Army Command and General Staff College; and that, as a policy, the objective be to increase the quota to the regular course, consistent with the maintenance of essential associate course training.

Recommendation 12. That the Department of the Army initiate action to increase the existing annual quota of 126 US Army students at Armed Forces Staff College by approximately 100 percent.

Recommendation 13. That the annual input of approximately 278 US Army students at senior colleges be maintained.

Recommendation 14. That approximately 65 percent of the student quotas at the US Army Command and General Staff College and the Armed Forces Staff College be from the

combat arms (Infantry, Artillery, and Armor), and approximately 35 percent from the technical and administrative services.

Recommendation 15. That approximately 70 percent of the student quotas at the senior colleges, exclusive of ICAF, be from the combat arms (Infantry, Artillery, and Armor), and approximately 30 percent from the technical and administrative services.

Recommendation 16. That approximately 20 percent of the student quota at ICAF be from the combat arms (Infantry, Artillery, and Armor), and approximately 80 percent from the technical and administrative services. (NOTE: The net effect of recommendations 15 and 16 is that the overall quota for all senior colleges, including ICAF, is approximately 65 percent for the combat arms and approximately 35 percent for the technical and administrative services.)

Recommendation 17. That responsible Department of the Army agencies establish stable requirements for language training conducted at the US Army Language School.

TRAINING OF NEWLY COMMISSIONED OFFICERS

Recommendation 18. That, until such time as precommission training is adequate to prepare newly commissioned officers for initial assignment to duty with troops, all newly commissioned officers, except Officer Candidate School graduates who by virtue of their Officer Candidate School course or prior training are qualified to perform duties in their branch, attend a branch orientation course of approximately 8 weeks' duration, designed to prepare them for their first duty assignment.

Recommendation 19. That this orientation course stress practical work, with a minimum of theoretical instruction; and that its length and content be adapted to the variations in

precommissioned training of the various categories of officers.

- Recommendation 20. That the provisions of AR 621-109 remain in effect but that, at the earliest practicable date, these be modified to defer attendance at army aviation training courses until after completion of at least 1 year of troop duty.

- Recommendation 21. That ranger training be conducted as a separate course at the US Army Infantry School, and not be incorporated in any branch career course.

BRANCH SERVICE SCHOOL TRAINING AND EDUCATION

- Recommendation 22. That one comprehensive branch officer career course of approximately 1 academic years' duration to be attended at 3 to 8 years' service be established in the branch career school pattern. The scope of this course should be designed to prepare the officer to perform duties at company through battle group or comparable level; and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective.
- Recommendation 23. That integrated artillery instruction not be presented in the artillery orientation course; but that integrated instruction first be presented in the artillery branch career course.
- Recommendation 24. That branch career courses be designed and conducted to challenge the student officer, with emphasis on practical work and instruction with troops.
- Recommendation 25. That, at the branch level, associate courses be designed as a combination of resident and nonresident instruction for the training of reserve component officers not on extended active duty; but that

resident associate courses of the current type be authorized as an interim measure pending establishment of the 1-year branch career course and to accomodate exceptional circumstances, where necessary to satisfy specific branch requirements.

Recommendation 26. That existing coverage of Common Subjects be modified by:

- a. Elimination of marginal subjects.
- b. Reduction of coverage of essential subjects to minimum number of hours.
- c. Coverage of appropriate subjects outside the resident school system, in troop schools, information programs, and individual study.
- d. Encouraging the integration of this instruction with other instruction.
- e. Authorizing commandants 40 percent leeway in the coverage of the Tactics and Weapons Categories of Common Subjects; and 100 percent leeway in the coverage of the General Subjects Category of Common Subjects.

US ARMY COMMAND AND GENERAL STAFF COLLEGE

Recommendation 27. That the US Army Command and General Staff College continue to conduct a difficult and rigorous course to the extent that it presents a real challenge to the student; and that competition among students be maintained by continuance of evaluation and class ranking of students.

SENIOR COLLEGES

- Recommendation 28.** That the US Army War College remain at the apex of the Army school system, and on a coequal status with the National War College and The Industrial College of the Armed Forces.
- Recommendation 29.** That the number of students and faculty from the US Navy, US Marine Corps, and US Air Force at the US Army War College be increased, on a quid pro quo basis, to insure adequate coverage of naval and air considerations in appropriate instruction.
- Recommendation 30.** That detailed assessment be made by Department of the Army of the proposal that the Commandant of the US Army War College be an officer in the rank of general or lieutenant general.

LOGISTICS EDUCATION AND TRAINING

- Recommendation 31.** That a separate logistics school not be established; but that appropriate segments of logistics instruction above theater army level be incorporated within the curricula of the US Army War College, the US Army Command and General Staff College, and the US Army Logistics Management Center, by necessary minor modification of existing curricula.

ADVANCED CIVIL SCHOOLING

- Recommendation 32.** That the purpose of the advanced civil schooling program (paragraph 1, AR 350-200) be restated as follows:

"a. To supplement and complement professional education available in the Army service school system.

"b. To provide an expanding nucleus of qualified officers to:

"(1) Command, control, coordinate the Army's progressive exploitation of advanced knowledge in the physical and social sciences.

"(2) Participate in the scientific research and development programs for military application to insure that sound military factors are considered.

"(3) To provide continuous, enlightened liaison between the civilian scientist and the US Army.

"c. To provide qualified instructors for the United States Military Academy.

"d. To prepare officer specialists in geographic, ethnic, and cultural areas of the world where the US Armed Forces foresee a continuing interest.

"e. To develop advanced management and administrative skills beyond those available to the Army service school system.

"f. To raise the general level of education of those selected officers who possess the ability to absorb this knowledge in appropriate fields with the objective of developing potential leaders capable of recognizing and coping with the political, economic, scientific, and social problems which may be related to their future duties."

Recommendation 33. That the current policy of providing advanced civil schooling to fulfill requirements be liberally interpreted to accommodate:

a. The purposes of the program set forth in Recommendation 32.

b. The immediate requirements, and requirements projected as far into the future as practicable.

Recommendation 34. That the Army continue to use the civilian contract system to meet the objectives of the advanced civil schooling program.

Recommendation 35. That the time of entry into the advanced civil schooling program be judged by individual characteristics, experience factors, and the best interests of the service, rather than on arbitrary age limits alone.

RESPONSIBILITY FOR DEVELOPMENT OF DOCTRINE

Recommendation 36. That the schools be provided additional personnel resources to augment the effort being devoted to current and future doctrine, and that the system for development of future doctrine be continuously examined and evaluated in order to insure optimum accomplishment of this function.

CONSTRUCTIVE CREDIT

Recommendation 37. That a system of constructive credit based on experience and demonstrated ability be adopted only as a means of readjusting career patterns and realigning the school system following extended emergency periods which result in disruption of the normal career schooling pattern.

OTHER PROGRAMS FOR OFFICER EDUCATION AND TRAINING

Recommendation 38. That language training be made a requirement for an increasing number of positions with foreign governments and Allied staffs; and that language training for the specific purpose of individual improvement be kept on a voluntary basis.

Recommendation 39. That the existing final semester plan leading to completion of a baccalaureate be extended to provide a maximum of 12 calendar months.

AR 350-5

Recommendation 40. That the draft revision of AR 350-5, Military Education (appendix A to annex 5), which the Board considers in consonance with its previous recommendations, be used as a guide in the revision of these regulations.

SUBJECTS RECOMMENDED FOR FURTHER STUDY BY THE DEPARTMENT OF THE ARMY

Recommendation 41. That the following problems, arising from the deliberations of the Board, be made the subject of further study by the Department of the Army:

- a. The establishment of a branch material curricula in all schools supporting the ROTC program.
- b. The establishment of a formalized, coordinated officers' individual study program.
- c. The consolidation of the existing fragmented system of language training government-wide into an integrated system.

REVIEW OF SCHOOL SYSTEM

Recommendation 42. That the system for officer education and training be continuously subjected to scrutiny and revision in order to keep abreast of developments; and that

it be subjected to a complete and thorough review
in approximately 5 to 10 years.

Edward T. Williams

EDWARD T. WILLIAMS
Lieutenant General, US Army
President

John A. Dabney
JOHN A. DABNEY
Major General, US Army
Member

W. Preston Corderman
W. PRESTON CORDERMAN
Major General, US Army
Member

Donald P. Christensen
DONALD P. CHRISTENSEN
Colonel, Armor
Member

Frank W. Norris
FRANK W. NORRIS
Colonel, Artillery
Member

John B. Morgan
JOHN B. MORGAN
Colonel, Ordnance Corps
Member

Samuel McC. Goodwin
SAMUEL McC. GOODWIN
Colonel, Armor
Member

Otho E. Holmes
OTHO E. HOLMES
Colonel, Infantry
Member

Lee S. Stoneback
LEE S. STONEBACK
Lt Colonel, Infantry
Member

Ralph B. Coffey
RALPH B. COFFEY
Colonel, Artillery
Recorder

Hugh S. Skees
HUGH S. SKEES
Lt Colonel, AGC
Assistant Recorder

NOTE

These annexes support the body of the report and further develop the subject matter in the summary discussion. Additionally, they include comments on matters which are within the Board's purview but which are not specifically discussed in the body of the report; these comments serve as additional coverage and background.

ANNEX 1
DIRECTIVES
CONTENTS

1. Department of the Army Order appointing the Board.
2. Amendment to original Department of the Army Order.
3. Department of the Army Order detailing an additional Recorder.
4. Department of the Army Letter of Instruction to the Board.

ANNEX 1

DIRECTIVES

1. Department of the Army Order appointing the Board.

DEPARTMENT OF THE ARMY
Office of The Adjutant General
Washington 25, D. C.

AQPA-OU 334 DA Board to Review the System of Officer Educ and Trg (23 Dec 57) 23 December 1957

SUBJECT: DA Board to Review the System of Officer Education and Training

TO: Officers Concerned

1. A bd of officers is apt to meet at the call of the President at Hq, USCOMARC, Ft Monroe, Va for the purpose of reviewing the system of officer education and training. The bd will be const as fol:

PRESIDENT

LTCOL EDWARD T. WILLIAMS, 012818, USA, Hq, USCOMARC, Ft Monroe, Va

MEMBERS

MAJGEN JOHN A. DABNEY, 016602, USA, Hq, USCOMARC, Ft Monroe, Va
MAJGEN W. PRESTON GORDENMAN, 016387, USA, CG, Ft Monmouth, NJ
COL DONALD P. CHRISTENSEN, 020257, Armor, OCA, Washington, DC
COL FRANK W. MORRIS, 021110, Arty, ODCSPER, USA, Washington, DC
COL JOHN B. MORGAN, 019871, OrdCorps, OCOFrd, USA, Washington, DC
COL SAMUEL McC. GOODWIN, 023177, Armor, ODCSOPS, USA, Washington, DC
COL OTTO E. HOLMES, 024252, Inf, OACSI, USA, Washington, DC
LTCOL LEE S. STONEBACK, 044316, Inf, OCRD, USA, Washington, DC

RECORDER WITHOUT VOTE

LTCOL HUGH S. SKES, 0332924, AGC, TAGO, USA, Washington, DC

2. Expected date of empl board activities is 1 Jul 1958.
3. Tvl and per diem in conec herewith is chg to 2182020 13-8000
P 2510.0-02 S 49-092 Item Code 308.

By Order of Wilber M. Brucker, Secretary of the Army:

/s/ Herbert M. Jones
/t/ HERBERT M. JONES
Major General, USA
The Adjutant General

AGPA-OU 334 DA Board to Review the System
of Officer Educ and Tng (23 Dec 57)

23 December 1957

DISTRIBUTION:

ODCSPER, USA, Gen Off Asg Div w/d
ODCSPER, USA
Chief, Org & Dir Sec, Op Br, TAGO, USA
Chief, Compt Div, TAGO, USA, Attn: Com Mgt Officer
Ofc Asst Exec for Eqr, OAD
Recorder, DA Bd to Review System of Off Educ & Tng (25)
CG, USCONARC
CG, Ft Monmouth, NJ
UCA
OCoford, USA w/d
ODCSOPS, USA, Attn: LtCol Lindmark Em 3C426
OCRD, USA
Chief, Pub Br, TAGO, USA
Ea Officer (5)
Chief, OAD
Chief, Pers Esch & Pro Div
Chief, Pers Div, TAGO, USA

2. Amendment to original Department of the Army Order.

DEPARTMENT OF THE ARMY
Office of the Adjutant General
Washington 25, D. C.

WMM/ptd

AGPA-O 334 DA Bd to Review the System
of Officer Educ and Tng (24 Mar 58)

27 March 1958

SUBJECT: Amendment of Orders

TO: Officers Concerned

Par 2 of LO, AGPA-O 334 DA Board to Review the System of Officer Educ and Tng (23 Dec 57), DA, dated 23 Dec 1957, pertaining to the FNO, as reads: "Expected date of empl board activities is 1 Jul 1958", IATR, "Officers are placed on dy as members of the board for a pd of appr 175 days eff 6 Jan 1958".

LtGen Edward T. Williams, 012818, USA, Hq, USCONARC, Ft Monroe, Va
MajGen John A. Dabney, 016602, USA, Hq, USCONARC, Ft Monroe, Va
MajGen W. Preston Corderman, 016387, USA, CG, Ft Monmouth, NJ
Col Donald P. Christensen, 020257, Armor, OCA, WashDC
Col Frank W. Norris, 021110, Arty, ODCSPER, USA, WashDC
Col John B. Morgan, 019871, OrdCorps, OCoFord, USA, WashDC
Col Samuel McC. Goodwin, 023177, Armor, ODCSOPS, USA, WashDC
Col Otto E. Holmes, 024252, Inf, OACSI, USA, WashDC
LtCol Lee S. Stoneback, 044316, Inf, OCFD, USA, WashDC
LtCol Hugh B. Skies, 079998, AUG, TAGO, USA, WashDC

By Order of Wilber M. Brucker, Secretary of the Army:

W. M. Brucker
Adjutant General

DISTR:

ODCSPER, USA, Gen Off Asg Div wd
Chief, Org & Dir Sec, Op Br, TAGO, USA
Chief, Compt Div, TAGO, USA, Attn: Com Mgt Officer
ODCSPER, Attn: LtCol Lynch
Ofc Asst Exec for Rqr, OAD
Recorder, DA Bd to Review System of Off Educ and Tng (25)
CG, USCONARC
CG, Ft Monmouth, NJ
OCA
OCoFord
ODCSOPS, USA, Attn: Col Lyman
OCRD, USA
Chief, Pub Hr, TAGO, USA

Chief, Pers Rach & Proc Div, TAGO
Chief, Pers Div, TAGO
En Officer (5)

3. Department of the Army Order detailing an additional Recorder.

DEPARTMENT OF THE ARMY
Office of the Adjutant General
Washington 25, D. C.

WMM ejm cns

ACPA-O 334 DA Board to Review the System
of Officer Educ and Tng (21 Mar 58)

24 March 1958

SUBJECT: DA Board to Review the System of Officer Education and Training

TO: COL RALPH B. COFFIN, 038895, Arty
Washington, DC

COL RALPH B. COFFIN, 038895, Arty, is detailed as Recorder without Vote
of DA Board to Review the System of Officer Education and Training apt by LO.
ACPA-OU 334 DA Board to Review the System of Officer Educ and Tng (23 Dec 57)
CA, 23 Dec 1957, subj: "DA Board to Review the System of Officer Education
and Training" for a pd of aprx 100 days, eff 26 Mar 1958.

By Order of Wilber M. Brucker, Secretary of the Army:

W. M. Brucker
Adjutant General

DISTRIBUTION:

ODCSPER, USA

Chief, Org & Dir Sec, Op Br, TAGO, USA

Ofc, Asst Exec for Rqr, OAD

Recorder, DA Bd to Review Sys of Off Educ & Tng (25)

Chief, Compt Div, TAGO, USA, Attn: Com Mgt Officer

Officer (5) Will Call

4. Department of the Army Letter of Instruction to the Board.

**DEPARTMENT OF THE ARMY
OFFICE OF THE ADJUTANT GENERAL
WASHINGTON 25, D. C.**

AGAM-P (M) 330 (23 Dec 57) DCSPER

26 December 1957

**SUBJECT: Department of the Army Board to Review the System of Officer
Education and Training**

TO: Each Officer Concerned (See list below)

1. You have been appointed to a Department of the Army board to review the system of officer education and training to meet at the call of the President at US Continental Army Command, Fort Monroe, Virginia. This letter is to acquaint you with the board's purpose and terms of reference.

2. The board shall:

a. Determine the adequacy of the present system for education and training of Army officers, to include, but not limited to, the following:

(1) The appropriateness of the current service school and service college missions in relation to each other and to all other elements in the overall military educational system.

(2) The requirements for service school and service college graduates by school levels and the capability of the present school system to produce these graduates.

b. In consideration of the subjects listed in paragraph 2a, above, give particular attention to, and make recommendations where appropriate on the following:

(1) The feasibility of granting constructive credit at various levels of education.

(2) The requirement for an additional logistical school (or schools) in the Army school system.

(3) The adequacy of the present school system for producing artillery officers who are qualified to perform appropriate duties in the fields of AA and FA to include conventional and atomic weapons and guided missiles.

(4) The feasibility of incorporating ranger training into the branch regular basic officer courses.

(5) The adequacy and appropriateness of personnel management, maintenance, leadership, and language training, as well as, command, financial, and supply management training in the present school system.

(6) The adequacy of the present organizational structure of the Army school system.

(7) The validity of the current concept of conducting regular and associate courses.

(8) Appropriate quotas, by percentages, to the US Army Command and General Staff College and the Armed Forces Staff College for the combat arms, technical services, and administrative services.

(9) The effectiveness of the present program by which officers receive training at civilian institutions to provide professional skill levels necessary for specific assignments and not attainable at Army or other service facilities.

c. Recommend for further study by the Department of the Army, any problems arising from the deliberations of the board, but not falling under the purview of the board.

3. The board is authorized to:

a. Call upon any agency of the Department of the Army for information and assistance.

b. Request the appearance of individuals in order to obtain personal views or opinions.

c. Visit Army schools and installations necessary to the accomplishment of its mission. Requests for orders will cite 218-2020 13-8000 P2510.0-02 849-090 item code 308.

4. Administration. The board shall:

a. Be authorized such personnel, operating headquarters, and administrative support as are essential for the performance of the board's functions.

b. Meet at the call of the President.

c. Establish its own rules of procedure.

d. Complete its study and submit a report of its findings and recommendations to the Chief of Staff of the Army as soon as practicable, and not later than 1 July 1948.

By Order of Wilber M. Brucker, Secretary of the Army:

(See page 3 for List of officers concerned)

/s/ Herbert M. Jones
/t/ HERBERT M. JONES
Major General, USA
The Adjutant General

2
65

AGAM-P (M) 350 (23 Dec 57) DCSPER

26 December 1957

SUBJECT: Department of the Army Board to Review the System of Officer Education and Training

List of Officers Concerned:

Lt Gen Edward T. Williams, 012818, USA, President
Deputy Commanding General USCONARC
Maj Gen John A. Dabney, 016602, USA, Hq, USCONARC
Maj Gen W. Preston Corderman, 016387, USA, CG, Ft Monmouth, N. J.
Col Donald P. Christensen, 020257, Armor, OCA
Col Frank W. Norris, 021110, Arty, DCSPER
Col John B. Morgan, 019671, Ord, OCO
Col Samuel McC. Goodwin, 023177, Armor, DCSO28
Col Otho E. Holmes, 024252, Inf., OACSI
Lt Col Lee S. Stoneback, 044316, Inf., OCA&RD
Lt Col Hugh B. Skees, 033224, AGO, TAGO, Recorder without vote

ANNEX 2
REFERENCES

ANNEX 2

REFERENCES

1. Documents outlining specific problems for Board consideration.

Report of the Educational Survey Commission, USACGSC, 19 January 1957, forwarded by ODCSOPS, DA.

Staff Study, AFSC, 19 September 1957, subject: "Evaluation of Tactical and Strategic Thinking of Field Grade Officers (U)," forwarded by ODCSOPS.

Comments Nr 1 and 2, DF, Dir of Prog, ODCSPER, DA, 16 December 1957, subject: "Management Training in Army Service Schools."

Letter, OPS OT TR3, ODCSOPS, DA, 16 January 1958, subject: "Instability of Initial Assignments of Newly Commissioned Regular Army Officers."

Letter, OPS OT TR3, ODCSOPS, DA, 21 January 1958, subject: "Foreign Language Skills."

Letter, OPS OT TR3, ODCSOPS, DA, 21 January 1958, subject: "Proposed Artillery Officer Educational Pattern."

Letter, NG AROTS, National Guard Bureau, 13 March 1958, subject: "Duration of Basic and Advanced Level Courses."

DF, AGG-ES, OAD, TAGO, 30 April 1958, subject: "Recommended Changes to Academic Efficiency Reports."

Letter, LOG/K, ODCSLOG, DA, 18 April 1958, subject: "Proposed Increases in Logistical Instruction in the Army School System," with two inclosures. 1. Staff Study - Additional Logistical Instruction at CGSC. 2. Staff Study - Plan for Army Logistical College.

DF, G3, USCONARC, 9 May 1958, subject: "Assignment of Responsibility to Service Schools for Major Subordinate Commands of the Theater Army," and Staff Study, USACGSC, 19 October 1957, subject: "Theater Army Organization (U)," Project Nr CGSC 56-7.

2. Background references.

Report of the Department of the Army Board on Educational System for Officers, 15 June 1949 (EDDY BOARD REPORT).

Department of the Army Board for Review of the Logistical Personnel Problems, 1 March 1950 (REEDER BOARD REPORT).

Report on Careers in Procurement and Supply Management, 18 September 1953 (UNCLES PANEL REPORT).

Report of War Department Military Education Board on Educational System for Officers of the Army, 5 February 1946 (GEROW BOARD REPORT).

Analysis Student Course-End Questionnaires Regular Command and General Staff Course 1955-56.

Staff Study, DCSPER 352 C&GSC (31 Jan 56), 20 June 1956, subject: "Requirements for Command and General Staff College Graduates (U)."

Staff Study and Comment Nr 2, DCSPER 352 (2 Jan 57), DCSPER to DCSLOG, 18 November 1957, subject: "Branch Minimum Quotas for Senior Service Colleges (U)."

A Review of the Army School System, prepared by G3, Department of the Army, 25 August 1954.

Staff Study, G3OT TR 5, G3, Department of the Army, 13 December 1955, subject: "Review of Certain Areas Within Army School System (U)."

USCONARC Position Briefing Document, 21 January 1958.

Staff Study, OPS OT TR 3, DCSOPS, DA, 9 January 1958, subject: "Assignment of the Newly Commissioned RA Second Lieutenants."

DF, 353 (2 Jan 58), USCONARC, 3 January 1958, subject: "Training and Assignment of Artillery Officers."

Proceeding of United States Army Military Educational Advisors Conference, sponsored by Human Resources Research Office, 28-30 January 1958.

Staff Study, G3, USCONARC, 12 February 1958, subject: "Report of DA Board to Evaluate US Army Command Management School."

Survey, The Initial Assignment of Newly Commissioned Regular Army Officers, conducted by The Adjutant General for DCSPER, dated 1957, OEU Report 57-7. Personnel Research and Procedures Division, Personnel Management Branch.

Report of the USAF Educational Conference of 18-19 October 1956, Maxwell Air Force Base, Alabama, 8 November 1956.

Report on the Post Graduate Educational Program of the Navy 1956.

Letter, TAMBA, US Army Maintenance Board, 19 March 1958, subject: "Problems and Requirements in Officer Maintenance Training."

Briefing on Civilian Schooling, presented to Secretary of the Army by DCSPER, January 1958.

Enrollment Report of Army ROTC Beginning of School Year 1957-58.

Letter, LOG/K 3654, DCSLOG, DA, 4 February 1958, subject: "Department of the Army Board to Review the System of Officer Education and Training," setting forth DCSLOG position.

USCONARC Mission Assignment Manual for Zone of Interior Armies and Military District of Washington, US Army, 14 January 1958.

Memorandum for Record, G3, USCONARC, Re: Letter from DCSOPS, 26 February 1958, subject: "Schooling for Newly Commissioned Regular Army Officers."

Letter, The Provost Marshal General, 21 April 1958, subject: "Military Police Corps School and Center."

Briefing Pamphlet, Department of Tactics, USMA, 1958.

Letter, USMA to DCSOPS, DA, 16 April 1958, subject: "Cadet Training, USMA."

Notes made by member of the Board at DCSPER/Ordnance Presentation, Hq USCONARC, 30 April 1958, subject: "The Army Scholarship Program."

Training Memorandum Nr 11, Hq USCONARC, 20 May 1957.

Staff Study, G3, OTTR5, 8 January 1955, subject: "Allocation of Quotas for Higher Service Schools by Branch and Service (U)."

Staff Study, G1, 210.311, 14 July 1955, subject: "Requirements for Senior Military College Graduates (U)."

Observations of Seven Armed Forces Specialized Training Schools, 4 February 1957, by Tor Meeland and Morris Showel (Human Research Unit Nr 2, USCONARC, Fort Ord, California).

Individual studies by US Army War College students.

Determination of School Quotas (U), by Lt Col James T. Richards.

The Military Statesman (U), by Lt Col Charles A. Cannon, Jr.

Advanced Operations Training for Potential Higher Commanders (U), by Lt Col Thomas B. Ross, Jr.

The Isolation of Graduate Military Education (U), by Col John D. Byrne.

Determination of School Quotas (U), by Col Alfred E. Stevens.

The Production of Logisticians (U), by Lt Col Herbert I. Stern.

Training of Senior Logisticians (U), by Lt Col Irvin L. Luthi.

3. In addition to the above-listed references the Board was furnished numerous brochures, catalogs, outlines of curricula, programs of instruction, pamphlets, briefing scripts, reports, etc, by various agencies visited and agencies interviewed. These documents were used as background information where pertinent.

ANNEX 3

PROCEDURES

CONTENTS

1. Information letter.
2. List of centers, schools, and training commands visited by the Board and senior representatives contacted at each.
3. List of agencies that appeared before the Board and individuals who were interviewed by the Board or members thereof.

ATTACH 3

PROCEDURES

1. Information letter.



DEPARTMENT OF THE ARMY
OFFICER EDUCATION AND TRAINING REVIEW BOARD
ROOM 206 POST HOSPITAL BUILDING
HEADQUARTERS UNITED STATES CONTINENTAL ARMY COMMAND
FORT MONROE, VIRGINIA

20 January 1958

DABD OCT-1

SUBJECT: Department of the Army Board to Review the System of Officer Education and Training

TO:

1. The Chief of Staff recently appointed a Department of the Army Board to review and determine the adequacy of the present system of education and training of US Army officers. Inclosure 1 is a copy of the order appointing the Board. Inclosure 2 is a copy of the terms of reference for the Board. This letter is to acquaint you with the background and mission of the Board, to request dissemination of information on the mission of the Board to your officers as you may desire, and to solicit your cooperation in obtaining constructive ideas to assist in the determination of essential facts and pertinent opinions on matters under the purview of the Board.

2. No comprehensive review of the educational system has been undertaken since 1949 when Lieutenant General Manton S. Eddy, then Commandant of the Command and General Staff College at Fort Leavenworth, headed a board of senior officers to examine the then existing system. Both a Department of the Army approved recommendation made by the "Eddy" Board and AR 350-5 (Military Education) direct continual scrutiny and revision of this system to insure alignment with the latest world and military developments. The pace of world events in the last 10 years further indicates the need for a fresh review of the system in its entirety. Adding emphasis to this conclusion is the impact that developments in the field of atomic weapons and missiles have had on the officer education system since 1949. Within this atmosphere the Chief of Staff has formed the Board and assigned it this mission:

"Determine the adequacy of the present system for education and training of Army officers, to include, but not limited to, the following:

"(1) The appropriateness of the current service school and service college missions in relation to each other and to all other elements in the overall military educational system.

ANNEX 3
PROCEDURES
CONTENTS

1. Information letter.
2. List of centers, schools, and training commands visited by the Board and senior representatives contacted at each.
3. List of agencies that appeared before the Board and individuals who were interviewed by the Board or members thereof.

ANNEX 3

PROCEDURES

1. Information letter.



DEPARTMENT OF THE ARMY
OFFICER EDUCATION AND TRAINING REVIEW BOARD
ROOM 206 POST HOSPITAL BUILDING
HEADQUARTERS, UNITED STATES CONTINENTAL ARMY COMMAND
FORT MONROE, VIRGINIA

20 January 1958

DABD ORT-1

SUBJECT: Department of the Army Board to Review the System of Officer Education and Training

TO:

1. The Chief of Staff recently appointed a Department of the Army Board to review and determine the adequacy of the present system of education and training of US Army officers. Inclosure 1 is a copy of the order appointing the Board. Inclosure 2 is a copy of the terms of reference for the Board. This letter is to acquaint you with the background and mission of the Board, to request dissemination of information on the mission of the Board to your officers as you may desire, and to solicit your cooperation in obtaining constructive ideas to assist in the determination of essential facts and pertinent opinions on matters under the purview of the Board.

2. No comprehensive review of the educational system has been undertaken since 1949 when Lieutenant General Manton S. Eddy, then Commandant of the Command and General Staff College at Fort Leavenworth, headed a board of senior officers to examine the then existing system. Both a Department of the Army approved recommendation made by the "Eddy" Board and AR 350-5 (Military Education) direct continual scrutiny and revision of this system to insure alignment with the latest world and military developments. The pace of world events in the last 10 years further indicates the need for a fresh review of the system in its entirety. Adding emphasis to this conclusion is the impact that developments in the field of atomic weapons and missiles have had on the officer education system since 1949. Within this atmosphere the Chief of Staff has formed the Board and assigned it this mission:

"Determine the adequacy of the present system for education and training of Army officers, to include, but not limited to, the following:

"(1) The appropriateness of the current service school and service college missions in relation to each other and to all other elements in the overall military educational system.

20 January 1958

SUBJECT: Department of the Army Board to Review the System of Officer Education and Training.

"(2) The requirements for service school and service college graduates by school levels and the capability of the present school system to produce these graduates."

In extension of this mission, the Board has been directed to give particular attention to nine specific problem areas listed in inclosure 2 and to recommend for further study by the Department of the Army any problems arising from the deliberations of the Board but not falling under its purview.

3. The Board hopes to obtain from the entire Army constructive ideas that may assist in accomplishing its mission. This educational review is obviously important to all Army officers. It is suggested that you disseminate to appropriate officers under your control a statement of the mission of the Board as outlined in paragraph 2 and in inclosure 2. We welcome any pertinent individual or collective thoughts that might not be transmitted to the Board through the survey devices being employed (par. 4 and 5). It is requested that they be given such screening as you deem appropriate and transmit them to the Board by 1 April 1958.

4. The Board will soon distribute a comprehensive questionnaire to you and to certain other selected addressees. This questionnaire together with visits and personal interviews conducted in the continental United States will be the principal means employed by the Board to gather essential data. The collective responses to the questionnaire will be of great importance in the Board's review of the Army's officer educational system. Command or staff collaboration in the responses to this questionnaire is encouraged.

5. The Board considers that early in its appraisal it should review the basic philosophy or concept upon which the Army has developed its professional educational system for officers. The Board would therefore appreciate receiving with your answers to the questionnaire any personal thoughts you may care to contribute on the broad philosophical approach to the Army's educational system. A few provocative thoughts which the Board has received from various sources are contained in inclosure 3.

3 Incl

1. Order (not incl)
2. Terms of Ref (not incl)
3. Provocative Thoughts

EDWARD T. WILLIAMS
Lieutenant General, USA
President of the Board

**SOME PROVOCATIVE THOUGHTS ON THE CONCEPT
OF THE ARMY'S EDUCATION SYSTEM**

(The ideas indicated below are not necessarily
representative of the Board's views)

1. The present stated objective of the Army Service School System (Par 2, AR 350-5) "... is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. (underlining added.) The emphasis is on the art of command..." Critics of this mission/objective of the system contend that it is defective in at least one aspect: it focuses attention on the requirements to train officers for their duties in war without consideration of the importance of their peacetime duties, principally the management of men, material, and installations. Should the objective of the Army school system be modified to encompass peacetime and wartime management duties?

2. The time-honored concept of the Army service school system is to educate officers to perform higher subsequent duties. The emphasis at the college level (C&GSC and ARWC) in particular continues to be on the training of officers for the highest military responsibilities. Critics of this concept contend that the broad mission of "education" is subordinated to the acquisition of knowledge and skills, i.e., "training" for application to specific command and staff positions. Should the emphasis be shifted at the college level to the broad educational function of advancing the art and science of land warfare? As a device for the attainment of this re-direction, should the Army create a command or university to coordinate and control the entire service school system and to develop and publicize the basic doctrine of land power?

3. Reduced to its fundamentals, the present Army service school system is primarily designed to develop progressively and selectively "generalists" in the application of mobile ground forces. "Specialists" are a by-product and/or an adjunct of the system, with exceptions. Critics of this concept contend that the art of mobile ground warfare has already progressed to such a stage of technical complexity that specialization is essential to competency for command, particularly at the lower levels. Should our educational (and training) system be designed to develop "generalists" or "specialists" or both? Is an educational system sound if based on initial specialization and graduated, progressive expansion by the best qualified specialists into the general art encompassing the higher tactics and strategy of command?

INCLOSURE 3

2. List of centers, schools, and training commands visited by the Board and senior representatives contacted at each.

COLLEGES

US Army War College

Maj Gen Max S. Johnson, Comdt

Brig Gen Edgar C. Doleman, Asst Comdt

US Army Command and General Staff College

Maj Gen Lionel C. McGarr, Comdt

Brig Gen Frederick R. Zierath, Asst Comdt

CENTERS, SCHOOLS, AND TRAINING COMMANDS

The Adjutant General's School, US Army

Col Ernest W. Bosgieter, Comdt

Col Keith O. Dicken, Asst Comdt

US Army Armor School

Maj Gen John L. Ryan, Jr, Comdt

Brig Gen James I. King, Asst Comdt

Army Medical Service School

Maj Gen William E. Shambora, CG, Brooke Army Med Cen

Col Raymond E. Duke, Asst Comdt

US Army Air Defense School

Maj Gen Sam C. Russell, Comdt

Brig Gen Daniel A. O'Connor, Asst Comdt

US Army Artillery and Missile School

Maj Gen Thomas E. DeShazo, Comdt

Brig Gen Phillip C. Wehle, Asst Comdt

US Army Aviation School

Brig Gen Bogardus S. Cairns, Comdt

US Army Chaplain School
Col James I. Wilson, Comdt
Lt Col Ferdinand A. Evans, Asst Comdt

US Army Chemical Center
Col John M. Palmer, CO

US Army Chemical Corps School
Col Carl V. Burke, Comdt

US Army Civil Affairs and Military Government School
Col Tom H. Barratt, Comdt

US Army Engineer School
Maj Gen David H. Tulley, Comdt
Brig Gen Robert G. MacDonnell, Asst Comdt

Finance School, US Army
Col William E. Slevers, Comdt
Col Sherburne J. Keliker, Asst Comdt

US Army Infantry School
Maj Gen Herbert B. Powell, Comdt
Brig Gen Stanley R. Larsen, Asst Comdt

US Army Information School
Col Lucius N. Cron, Comdt

US Army Intelligence School
Maj Gen Richard G. Prather, Comdt
Col Ralph W. Gontrun, XO, USAINTS
Col K. W. Holbert (USAF), USASIS

US Army Language School
Col Walter E. Kraus, Comdt
Lt Col Fred A. Hicks, Asst Comdt

US Army Logistics Management Center
Col Bernard S. Waterman, CO

US Army Management School
Col Frank Kowalski, Jr, Comdt

US Army Ordnance Training Command
Brig Gen George W. White, CG

US Army Ordnance School
Col Richard A. Blair, Comdt

US Army Ordnance Guided Missile School
Col Henry S. Newhall, Comdt

The Provost Marshal General's School, US Army
Brig Gen D. P. Schorr, Jr, Comdt
Col Shaffer F. Jarrell, Asst Comdt

Quartermaster Training Command, US Army
Col Sheldon M. Gilman, Act CO

US Army Quartermaster School
Col Charles E. Reid, Comdt
Col James D. Edgar, Asst Comdt

US Army Signal School
Maj Gen W. Preston Corderinan, CG, Ft Monmouth, NJ
Col R. G. H. Meyer, Act Comdt

US Army Special Warfare School
Col George F. Jones, Comdt

US Army Transportation School
Col A. William Lyon, Comdt
Col Vernon R. Johnson, Asst Comdt

Walter Reed Army Institute of Research
Lt Col Arthur Steer, Act Comdt
Lt Col Christian Gronbeck, Jr, Asst Comdt

US Women's Arm Corps School
Lt Col Frances M. Lathrope, Comdt

3. List of agencies that appeared before the Board and individuals who were interviewed by the Board or by members thereof.

DEPARTMENT OF THE ARMY STAFF

Deputy Chief of Staff for Personnel

Lt Gen James F. Collins, DCSPER
Maj Gen James L. Richardson, Jr, Asst DCSPER
Brig Gen George R. Mather, Dir, Mil Pers Mgt
Mr Charles F. Mullaly, Deputy Dir, Civ Pers

Deputy Chief of Staff for Military Operations

Lt Gen Clyde D. Eddleman, DCSOPS
Brig Gen Theodore F. Bogart, Dir, Org & Tng
Col Stephen O. Fuqua, Jr, Deputy Dir, Org & Tng
Col William W. West III, Sch Br, Tng Div, Org & Tng
Dr Rolfe L. Allen, Civ Educ Advisor, Tng Div, Org & Tng
Col Berton E. Spivy, Jr, Deputy Dir, SW & Rqr
Col W. G. Van Allen, Rqr Div, Army Avn

Deputy Chief of Staff for Logistics

Maj Gen Robert W. Colglazier, Jr, Asst DCSLOG
Col Robert B. Taylor, Asst Dir, Pers
Col W. M. Fondren, Chief, Mil Pers & Tng Div
Col Wendell J. Coats, Mil Pers & Tng Div
Col Arnold A. Berglund, Mil Pers & Tng Div
Col Herbert E. Brown, Concept Dev Br, Plans Div

Comptroller of the Army

Lt Gen William S. Lawton, Compt
Maj Gen James B. Quill, Asst Compt
Col James B. Corbett, Deputy Dir, Mgt Analysis

Chief of Research and Development

Maj Gen Robert J. Wood, Deputy Chief
Brig Gen T. J. Conway, Dir of Rach
Col Herbert C. Hicks, Jr, Office, Dir of Rach

Assistant Chief of Staff for Intelligence

Maj Gen Robert A. Schow, ACSI
Col John J. Davis, Chief, Org & Tng Div
Dr Robert L. Plumb, EURASIAN Div

Assistant Chief of Staff for Reserve Components

Brig Gen Creighton W. Abrams, Jr, Deputy ACSRC
Lt Col Page H. Brownfield, Org & Tng Div

Chief, Army Reserve and ROTC Affairs

Maj Gen Ralph A. Palladino, Chief

Chief of Civil Affairs and Military Government

Col Robert M. Williams, Deputy Chief
Lt Col Jesse L. Morrow, Jr, Mil Plans & Op Div

Chief, Army Division, National Guard Bureau

Maj Gen Donald W. McGowan, Chief

Chief of Special Warfare

Maj Gen Orlando C. Troxel, Jr, Chief
Lt Col Myron A. Funk, Rqr Br, Support Div

The Adjutant General

Maj Gen Herbert M. Jones, TAG
Brig Gen Mervyn M. Magee, Act Chief, OAD
Brig Gen Hal C. Pattison, Chief, Armor, OAD
Brig Gen Ben Harrell, Chief, Inf, OAD
Lt Col Charles R. Sparra, Arty, OAD

Chief of Chaplains

Brig Gen (Ch) F. A. Tobey, Deputy Chief
Col (Ch) W. M. Hale, Chief, Tng Div

Chief Chemical Officer

Brig Gen William R. Currie, Asst Chief
Lt Col Edwin G. Pike, Chief, Career Plan & Policy Br

Chief of Information

Brig Gen Chester V. Clifton, Deputy Chief

Chief of Engineers

Maj Gen Emerson C. Itschner, Chief
Brig Gen Stephen R. Hanmer, Asst Chief

Chief of Finance

Maj Gen Harry W. Crandall, Chief
Lt Col H. E. Blomgren, Tng Br, Mil Pers Div

The Inspector General

Maj Gen Albert Pierson, TIG

The Judge Advocate General

Maj Gen George W. Hickman, Jr, TJAG

Chief of Ordnance

Brig Gen Frederick G. Walte, Asst Chief
Brig Gen George W. White, CG, US Army Ord Tng Comd

The Provost Marshal General

Maj Gen Hayden L. Boatner, TPMG

The Quartermaster General

Maj Gen Hugh Mackintosh, Asst QMG for Admin

Chief Signal Officer

Maj Gen James D. O'Connell, Chief
Brig Gen Stuart S. Hoff, Cmbt Dev & Op Div
Col Walter B. Beas, Chief, Pers Div

The Surgeon General

Col Byron L. Steger, Educ & Tng Div
Col Norman E. Peatfield, Asst Chief, Pers Div

Chief of Transportation

Brig Gen Robert C. Tripp, Act Chief
Maj William Stendebach, Jr, Tng & Org Div

Director, Women's Army Corps

Col Mary Milligan, Dir

OTHER AGENCIES AND PERSONNEL

United States Continental Army Command

Gen Willard G. Wyman, CG

Col J. W. Carlson, Chief, Sch Br, Tng Div, G3

Lt Col Claude W. Baker, Sch Br, Tng Div, G3

United States Security Agency

Maj Gen James H. Phillips, Chief

Col Ralph E. Jordan, Comdt, USASA Sch

United States Air Force

Col J. D. Scullion (USAF), ODCSPER, Hq USAF

United States Marine Corps

Lt Col W. L. Bates (USMC), Chief, Sch Tng Unit, G3, Hq USMC

United States Navy

Capt R. B. Kelly (USN), Asst Chief, Educ & Tng, BUPERS

Cdr B. F. Worchester (USN), Educ & Tng, BUPERS

Cdr R. A. Sampson (USN), Educ & Tng, BUPERS

British Joint Service Mission

Col R. L. Penno

French Military Attache

Brig Gen Jean-Brice de Bary, MA

Lt Col Francois LeBegue de Germiny, Asst MA

Operations Research Office

Dr Ellis A. Johnson, Dir

Human Resources Research Office

Dr Merideth Crawford, Dir

Sixth US Army

Maj Gen Robert L. Howze, Jr, Deputy CG

Maj Gen John J. Binns, CofS

XVIII Airborne Corps

Maj Gen Robert F. Sink, CG

Brig Gen Charles H. Chase, CofS

Brig Gen William A. Harris, CG, XVIII Abn Corps Arty

82d Airborne Division

Maj Gen Hamilton H. Howze, CG, 82d Abn Div

Office of Special Weapons Developments

Brig Gen Arthur W. Oberbeck, Dir

Gen Leonard T. Gerow (Ret)

Lt Gen Manton S. Eddy (Ret)

ANNEX 4

SUMMARY ANALYSIS OF DEVELOPMENTS
ON THE RECOMMENDATIONS OF THE EDDY BOARD

Appendix

Level of Selective Military Education RA
Officers by Calendar Year Group 1928-1949

ANNEX 4

SUMMARY ANALYSIS OF DEVELOPMENTS ON THE RECOMMENDATIONS OF THE EDDY BOARD

SECTION I

INTRODUCTION

1. The report of the Department of the Army Board on Educational System for Officers, "The Eddy Board", dated 15 June 1949, as submitted to the Chief of Staff, US Army, contained 13 recommendations. These recommendations were modified in several respects in Department of the Army approval action dated 11 October 1949. Subsequent action on 26 October 1949 by the Department of the Army directed that necessary action be taken to implement, as approved and modified, the Eddy Board recommendations. The purpose of this annex is to set forth the initial recommendations of the Eddy Board, the approval and modifications thereof by the Department of the Army, and comments as appropriate on the status of implementation.

SECTION II

ANALYSIS OF EACH RECOMMENDATION

2. RECOMMENDATION:

"That at least 90 percent of the officers commissioned in the Regular Army be required to have completed the equivalent educational requirements for a college degree. Those officers already commissioned who do not have a college degree should be permitted to complete their college courses to attain one. This opportunity, however, should be afforded only to those officers who clearly demonstrate that the Government's interest would be served through their additional attendance in college and the conditions should be set up which would permit them to continue their studies without prohibitive financial sacrifice."

ACTION:

"At least 90 percent of the officers commissioned in the Regular Army must have completed the equivalent educational requirements for a college degree. No further action on the remainder of this recommendation is contemplated at this time."

COMMENT:

The Eddy Board found that approximately 73 percent of the Regular Army officers had completed college baccalaureate work. A Department of the Army survey, as of 25 November 1957, reflects that 75.83 percent of the present Regular Army officers are college graduates or above, and that 53.11 percent of all officers of the Active Army are college graduates and above. This survey reveals only slight improvement toward the goal of the original recommendation. (Appendix to annex 14 and annex 18)

3. RECOMMENDATION:

"That each newly commissioned second lieutenant of the Regular Army will be sent to his branch school for an orientation course of approximately 4 to 12 weeks, as determined by the chief of branch or the Chief, Army Field Forces. Following this course, newly commissioned officers should be assigned to duty with troops. Officers of the services should serve their first 2 years with one of the arms, which will include attendance at the orientation course of the assigned arm."

ACTION:

a. "Each newly commissioned second lieutenant of the Regular Army will be sent directly to duty with troops. Newly commissioned officers of the services, with the exception of those of the Medical Department and the Chaplains Corps, will serve their first two (2) years with one of the arms."

b. The action taken 26 October 1949 was further modified by the Department of the Army, effective 29 December 1950, as follows:

"Each newly commissioned male Second Lieutenant of the Regular Army will be detailed to duty with troops with one of the combat arms for a period of 2 years. Prior to reporting for duty with the troops,

each officer will attend the branch school of the arm to which detailed. During periods of hostility he will attend the associate course; during peacetime, a special orientation course from 4 to 8 weeks, as determined by the Chief of Army Field Forces, will be substituted for the associate course. Newly commissioned Regular Army officers of the services, with the exception of those in the Army Medical Service and chaplains, will serve their first 2 years with one of the arms, which will include attendance at the associate or orientation course of the arm to which detailed."

COMMENT:

This policy is generally being implemented. Newly commissioned officers attend a branch basic course prior to assignment to troop duty. These courses vary in length among the various branch service schools; most are well in excess of 8 weeks. (Annex 8)

4. RECOMMENDATION:

"That the Officers' Basic Course at the Ground General School be discontinued."

ACTION:

"The Officers' Basic Course at the Ground General School will be discontinued at the completion of the August-December 1949 class."

COMMENT:

The Ground General School has since been discontinued.

5. RECOMMENDATION:

"That with respect to common instruction in the branch advanced schools, Department of the Army Memorandum No. 350-5-4, 15 Mar 48, be liberalized to permit the commandants to make deviations of not more than 40 percent in the total number of hours authorized."

ACTION:

Suspended for time being.

COMMENT:

"Common Subjects" instruction to Army service schools is currently outlined in Hq USCONARC Training Memorandum Nr 11. This instruction permits a leeway of 25 percent in specified subject areas. (Annex 9)

6. RECOMMENDATION:

"That where feasible, the associate courses be made sufficiently short to permit the civilian component officers to leave their civilian pursuits to attend these courses. It appears that a series of short courses of approximately 2 weeks, interspersed by extension courses, will best meet this situation. The board recommends that the Department of the Army study this matter. The board also recommends that Regular Army officers be encouraged to attend associate courses at Army schools."

ACTION:

Suspended for time being.

COMMENT:

Present associate courses are, in general, a condensed version of regular courses and require resident attendance for periods much longer than 2 weeks. Regular Army officers and reserve officers (on active and inactive status) attend both regular and associate courses. (Annexes 7 and 9)

7. RECOMMENDATION

"That the officer's school system for the Army be operated progressively on the following concepts:

"COMPANY OFFICERS' COURSE, BRANCH SCHOOL

"After he has gained experience with troops, the officer will be assigned as a student in the company officers' course at his branch school. The scope of this course will be designed to equip him to perform duties at company and battalion levels. The length of this course will be determined by the immediate and long-range requirements of the particular branch or service involved. However, it will not exceed 11 months.

"Prerequisites:

- "(1) Combat arms: 2 to 5 years' service.**
- "(2) Technical and Administrative Services: to be determined by the chief of service concerned.**

"ADVANCED OFFICERS' COURSE, BRANCH SCHOOL

"Following graduation from the company officers' course and normally after further duty with troops, the officer will attend the advanced course at his branch school. This course will include instruction in combined arms and the organization and functions of the division general staff. Additional instruction will be given on the general and special staffs in higher echelons necessary to qualify the student in the duties pertinent to his particular branch.

"Prerequisites:

- "(1) Combat arms: 5 to 12 years' service; under 40 years of age; graduate of company officers' course.**
- "(2) Technical and Administrative Services: to be determined by the chief of service concerned.**

"REGULAR COURSE, COMMAND AND GENERAL STAFF COLLEGE

"Selected graduates of the branch advanced courses will attend the Command and General Staff College Regular Course. This course will be approximately 10 months in duration. Its scope will include the duties of the commander and general staff of the division, corps, army, and comparable levels of the communications zone.

"Prerequisites:

- "(1) Combat arms: 8 to 15 years' service; under 41 years of age; graduate of advanced course of his branch, or constructive credit therefor.**
- "(2) Technical and Administrative Services: same as for combat arms.**

"ADVANCED COURSE, COMMAND AND GENERAL STAFF COLLEGE

"Following the Regular Course at the Command and General Staff College, selected officers, after another period of duty, will attend the Advanced Course of the Command and General Staff College of approximately 10 months. The scope of this course will include instruction in the duties of the commanders and staffs of the higher Army echelons not included in schools previously attended, such as the army group, theater Army headquarters, zone of interior, and Headquarters, Department of the Army. This course will be designed to emphasize Army technique necessary to carry out the Army's mission as a part of the National Military Establishment. Initially the course should be given at Fort Leavenworth in the 1950-51 academic year to about 100 officers, with an objective of ultimately handling about 300 students each year. Attendance should be limited to United States officers.

"Prerequisites:

"(1) Combat arms: 13 to 21 years' service; under 46 years of age; graduate of Command and General Staff College Regular Course, or have constructive credit therefor.

"(2) Technical and Administrative Services: same as for combat arms."

ACTION:

Approved as recommended except that the Advanced Course, US Army Command and General Staff College, was designated as the US Army War College, with attendance thereat representing "completion of the formal education requirement for those with other Governmental agencies which the Army might be called upon to fill." Further, a few officers are to "be selected annually for attendance at the National War College and the Industrial College of the Armed Forces to study national and joint strategy, war planning, and industrial mobilization. This specialized knowledge is required in the Department of the Army, but attendance at either of these institutions ipso facto will not be given more weight than attendance at the Army War College when selecting officers for promotion or higher level positions."

COMMENT:

Many variations exist from the original intent of the Department of the Army action on the Eddy Board proposed educational pattern at the branch school level. These variations have resulted, in general, from the different requirements of the respective branches. The policy guidance with respect to the regular course at the US Army Command and General Staff College is currently being implemented. The US Army War College has been permanently reestablished at Carlisle Barracks, Pennsylvania. The service prerequisite for attendance at the US Army War College has been changed to 15 through 23 years' service. Four or five Army officers selected annually to attend the National War College are US Army War College graduates. (Annexes 9, 10, and 11)

8. RECOMMENDATION:

"That the fields of business management, atomic energy, and future aspects of warfare be incorporated into all levels of Army Schools."

ACTION:

Approved "subject to further consideration by the Department of the Army agency charged with the operation of Army service schools."

COMMENT:

The fields of business management, atomic energy, and future aspects of warfare have received increased attention by the Army school system since the recommendation of the Eddy Board was made. Specialist schools and courses have been established in the management and atomic energy fields. Army officers attend courses presented by selected civilian schools. Future aspects of warfare have received added emphasis principally through participation by Army schools in the Combat Developments Program. (Annexes 13, 14, 15, and 16)

9. RECOMMENDATION:

"That greater emphasis be placed on the joint aspects of all military operations, with due caution that courses currently given at the joint schools are not unduly paralleled or overlapped."

ACTION

Approved as recommended.

COMMENT:

Joint aspects of military operations receive emphasis appropriate to the level of the respective Army schools and courses. Hq USCONARC supervises the participation by the Army in instruction given in Navy and Air Force schools and centers. The Army has taken full advantage of participation in the joint colleges. (Annexes 7, 11, and 12)

10. RECOMMENDATION:

"That constructive credit be no bar to attendance at any Army school."

ACTION:

Approved but amended as follows: "and officers having constructive credit will be considered for attendance at the highest level school for which each received constructive credit in the same manner as other qualified and eligible officers."

COMMENT:

The constructive credit program was terminated in May 1950. (Annex 17)

11. RECOMMENDATION:

"That in selecting officers to attend schools, the Department of the Army in general give preference to the officers approaching the upper limit of the age bracket for a particular school."

ACTION:

Approved but ammended as follows: "who meet approved selective standards."

12. RECOMMENDATION:

"That in order to provide for efficient coordination in the formulation of tactical doctrine, planning of curricula, and the employment of modern educational methods, the Army school system have a control agency or headquarters at a level corresponding to that of a zone of interior army. This agency would control all schools, both officer and enlisted.

"The headquarters of the Army school system should function both as a command (answerable directly to the Chief of Staff, US Army) and as a general staff supervisory agency. It should exercise both of these functions in connection with those schools not currently operated by the Chiefs of the Technical and Administrative Services. It should exercise only its general staff supervisory power in connection with the schools of the Technical and Administrative Services, and principally in relation to the formulation and coordination of curricula and in the employment of modern educational methods.

"To implement the policy described above, all schools under the command of the headquarters of the Army school system must be declared exempted (Class II) activities in order that the commander can exercise proper budgetary, personnel, and curricular coordination and control.

"Preparation of field manuals and the formulation and conduct of extension and associate courses should come under the supervision of the headquarters of the Army school system."

ACTION:

Suspended for the time being.

COMMENT:

Hq USCONARC has since been designated as a control agency and executes certain control functions under AR 10-7. (Annex 6)

13. RECOMMENDATION:

"That the age requirements at all schools be reviewed periodically to lower progressively the maximum age limitations."

ACTION:

Modified to read, "The age requirements at all schools will be reviewed periodically."

14. RECOMMENDATION:

"That the Army school system be continuously subject to scrutiny and revision in order to keep abreast of new world and military developments as they pertain to education."

ACTION:

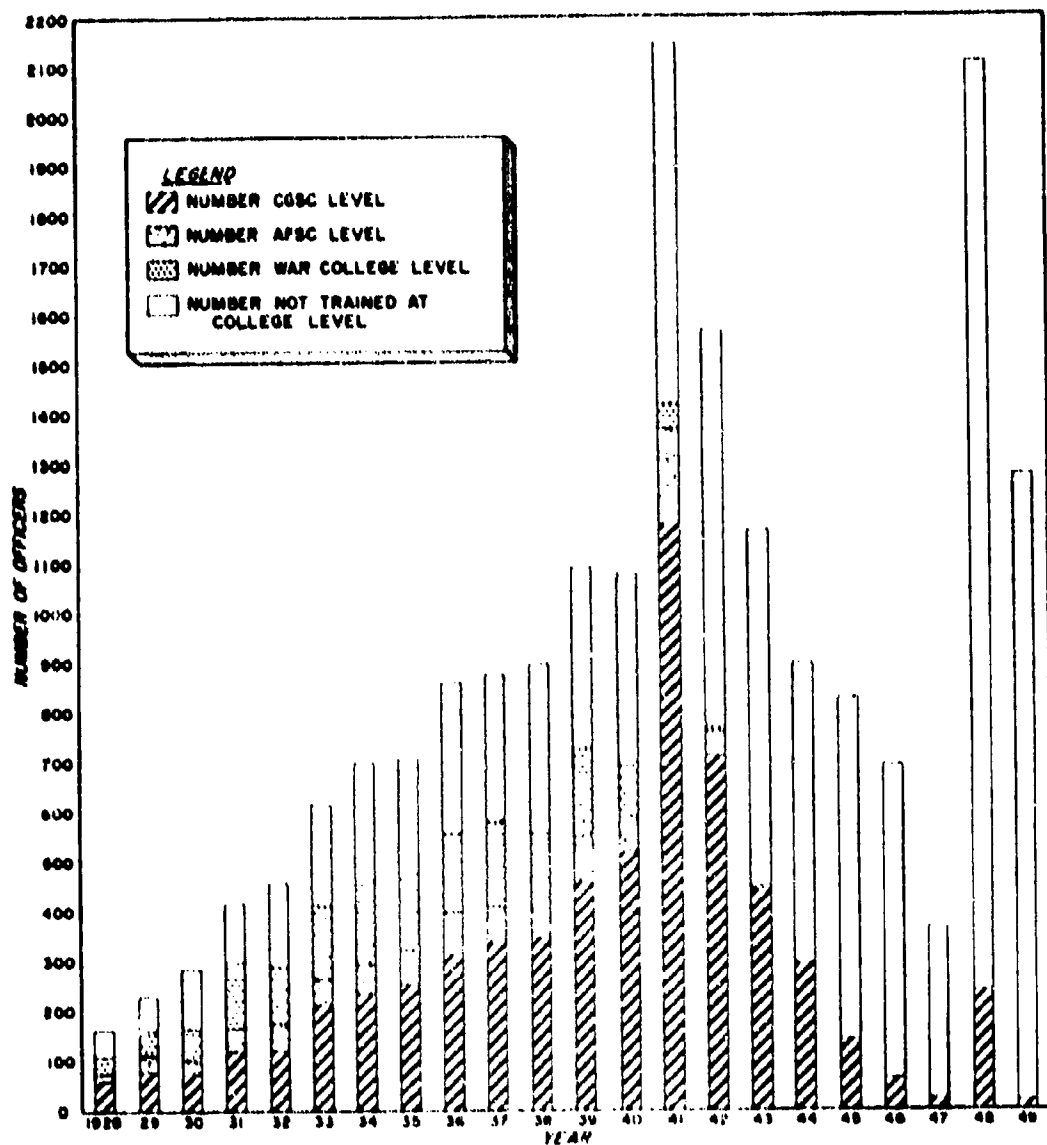
Approved as recommended.

COMMENT:

The present Army school system reflects the changing requirements for educating and training officers. The system is under continuous scrutiny by all agencies. This Board for the review of the system for the education and training of officers reflects a phase of implementation of the Eddy Board recommendations. (Recommendation 42 of basic report)

APPENDIX TO ANNEX 4

LEVEL OF SELECTIVE MILITARY EDUCATION RA OFFICERS BY CALENDAR YEAR GROUP 1928-1949



NOTES

1. SOURCE OF DATA: SAB, TAGO TABULATION ON-3125A, 11 APRIL 1958
2. ZONES OF ELIGIBILITY: COSC - REG & ASSOC - 8-10 YRS, AFSC - 10-21 YRS, WAR COLLEGES - 10-23 YRS
3. LEVELS INCLUDE BOTH CONSTRUCTIVE CREDIT AND ATTENDANCE

ANNEX 5
OBJECTIVES, MISSIONS, AND SCOPES

Appendix A

Draft Proposed Revision of AR 350-5

Appendix B

General Balance of Instruction at Various School Levels

ANNEX 5

OBJECTIVES, MISSIONS, AND SCOPES

SECTION I

INTRODUCTION

1. General. - The Board was directed to examine the appropriateness of the current service school and service college missions in relation to each other and to all other elements in the overall military educational system. The Board proceeded from an examination of the overall objective and missions of the entire Army school system to a determination of the mission and scopes at each school level. The principal results of the Board's effort in this area are reflected in the draft proposed revision of AR 350-5, Education and Training - Military Education, appendix A to this annex.

SECTION II

OVERALL OBJECTIVE AND MISSIONS OF THE SCHOOL SYSTEM

2. Overall objective. - The Board believes that the overall objective of the Army school system should remain as presently written in paragraph 2, AR 350-5: "The objective of the Army Service School System is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command."

3. Analysis of the overall objective.

a. This statement of the objective of the school system reflects a conviction that the principal task of the Army is to win a war and the principal function of the Army officer is to command in war. This is admittedly an over-simplification. The role of the Army officer in the next decade will demand a degree of versatility far beyond that necessary for wartime competence. The school system must continue to act as the principal agent in meeting this demand. However, to insure that the school system has clarity of purpose, this direct and unambiguous statement is preferred to any alternative which includes preparation for peacetime duties.

b. Section IV of the basic report outlines the requirement for breadth in the officer corps and indicates the Army peacetime deterrent functions which are not directly related to the wartime role. The school system must recognize these peacetime functions as vital in creating and maintaining an Army which can win a war. Appropriate coverage of these functions must be attained within the system. In emphasizing the art of command, it must be recognized that this art includes the effective management of men, materiel, and money; and that the terms "commander" and "manager" are essentially synonymous. However, the Board contends that success in combat demands dynamic, aggressive, decisive, individualistic commanders. Education and training of such commanders should have precedence over managers of the committee or advisory type. The accommodation to peacetime duties within the stated objective of the school system should insure that preparation for wartime duties continues in highest priority.

4. Revised overall mission. - The Board believes that a minor revision of the overall mission of the Army school system, as stated in paragraph 2, AR 350-5, is required. This revision specifies the heretofore implied missions of resident and nonresident instruction and includes the responsibility for training Allied students. The revised statement of missions is - Missions charged to the service school system are:

a. Prepare and conduct resident instruction; prepare and administer nonresident instruction.

b. Initiate action leading toward the formulation of new and revision of old doctrine.

c. Prepare training literature.

d. Accomplish cross-service and Allied understanding of Army tactics, techniques, and operations by providing training, as directed, for members of other components of the Armed Forces and for Allied students.

e. Support other training activities of the Army as directed.

SECTION III

OBJECTIVES, MISSIONS, AND SCOPES AT EACH LEVEL

5. a. The Board examined the missions and scopes of the elements of the Army school system at all levels: branch, USACGSC, and USAWC. As a point of departure, the Board considers that the objective at each level should conform to the overall objective; i. e., the objective is to prepare selected individuals, at the level concerned, to perform those duties they may be called upon to perform in war, and the emphasis is on the art of command.

b. The Board considers that detailed statements of the missions and scopes of responsibility should appear in similar form in the Army Regulations pertaining to each school.

c. The Board did not attempt to restate the detailed missions and scopes at each level of the Army school system. However, in its evaluation of the scopes of instruction for the various levels, four basic areas of controversy were disclosed, the resolution of which tends to establish the mission, and clearly outlines the scope of each level. Each of these problem areas is considered in the following sections of this annex:

(1) Section IV: Responsibility for Division Level Instruction.

(2) Section V: Responsibility for Army and Theater Army Logistical Command Instruction.

(3) Section VI: Balance Between "Education" and "Training" at Each School Level.

(4) Section VII: Functions of the School System in Advancing the Understanding of the Roles, Missions and Philosophy of the Army and Other Services.

SECTION IV

RESPONSIBILITY FOR DIVISION LEVEL INSTRUCTION

6. Background. - The US Army Command and General Staff College presently conducts approximately 13 weeks of division level instruction (division level instruction is assumed to include those subjects which require the student to act as a division commander or as a division general staff officer). Curricula of branch advanced courses now vary widely in the amount of division level instruction but none appear to contain more than 1 to 2 weeks. The proposition has been advanced that the bulk of division level instruction should be conducted at the branch advanced course. Advantages and disadvantages are outlined below.

7. Advantages of placing the bulk of division level instruction in the branch courses:

- a. Provides instruction in the basic unit of combined arms to essentially all career officers of the Army, thereby increasing the pool of officers with division level training.
- b. Makes division level training available earlier in careers of officers, thereby broadening their military education and making them available for assignment to responsible positions earlier.
- c. Permits sizeable reduction in curriculum of USACGSC, with increased time available at USACGSC for corps, army, and theater army logistical command operations.
- d. Increases the stature of the branch courses and of the branch schools in general.
- e. Adjusts curricula to reorganized divisional structure by recognizing that one echelon (battalion or regiment) has been removed; hence, increased instructional hours could be made available in the branch schools for other subjects.
- f. Recognizes that the decentralized and independent nature of future combat will probably require that officers at the battle group and lower levels have a good understanding of divisional operations.

8. Disadvantages of placing responsibility for bulk of division level instruction with branch courses:

a. USACGSC has traditionally been the focal point of the service school system. Transfer of division level instruction would downgrade USACGSC as the unifying element of the system.

b. Incurs possibility of unbalanced presentation of divisional instruction. There could be a natural tendency to develop the "Benning School" of division tactics, the "Knox School" of division tactics, and the "Sill School" of division tactics. There could be a neglect of logistical implications in combat arms schools and a neglect of operational implications in technical and administrative service schools.

c. Assuming USACGSC retains responsibility for development of division doctrine, would split responsibility for doctrine and instruction, with resultant difficulty in coordination of instruction and doctrinal development.

d. May overcrowd the branch course curricula, particularly at the US Army Artillery and Missile School, US Army Engineer School, and the US Army Air Defense School.

e. Does not capitalize on actions recently taken at USACGSC to streamline USACGSC curriculum.

f. Would dilute quality of division level instruction because it must be aimed at a markedly younger group of relatively unselected officers.

g. From personnel standpoint, would be more costly in numbers of students and in numbers and quality of instructor personnel, particularly in establishment of divisional instructional departments at the technical and administrative service schools.

h. Recent increase of approximately 33 percent in student capacity at USACGSC should meet stated requirements for USACGSC graduates. Training all career officers to USACGSC level of proficiency at division level appears to be in excess of requirements.

1. Future organizational concepts generally retain the division as the basic combined arms organization; whereas the status of the corps and field army under future organizations is less definite. Our school system can better adapt to future organizational trends if USACGSC retains responsibility for the bulk of instruction in that organization which, historically and for the foreseeable future, constitutes the basic unit of combined arms in our Army.

9. Conclusions.

a. Present organizational concepts, and the requirement for a high degree of professional knowledge throughout a broad base of career officers, make it desirable that divisional coverage be increased in branch advanced courses.

b. The necessity for coordination of doctrine and instruction in the basic unit of combined arms, the desirability of maintaining USACGSC as the focal point of combined arms tactical instruction, and the necessity for conducting high quality divisional instruction to a selected group of officers require that USACGSC retain responsibility for division level instruction.

SECTION V

RESPONSIBILITY FOR ARMY AND THEATER ARMY LOGISTICAL COMMAND INSTRUCTION

10. Background. - At present, USACGSC has responsibility for division, corps, field army, theater army logistical command, and theater army replacement command instruction. The USAWC has responsibility for higher levels, including army group and theater Army. As a possible readjustment of missions and scopes, the Board considered the transfer of instruction in field army and theater army logistical command to the USAWC. Advantages and disadvantages are outlined below.

11. Advantages of placing responsibility for field army and theater army logistical command at US Army War College:

a. Decreases pressure on USACGSC curriculum and permits USACGSC to concentrate on division and corps echelons.

b. Might decrease total personnel expenditure because same scope of Army and theater army logistical command instruction would be given to a fewer number of officers.

c. Would provide more instruction and refresher training on tactical operations of larger units to senior officers during their final school attendance at USAWC.

12. Disadvantages of placing responsibility for field army and theater army logistical command at US Army War College:

a. Decreases the number of officers who receive this important instruction and provides it at a relatively late date in the officer's career.

b. Upsets existing balance of operational and logistical instruction attained at USACGSC. Creates necessity for considerable orientation in field army and theater army logistical command at USACGSC because a firm understanding of division and corps operations cannot be attained without background in field army and theater army logistical command.

c. Increases pressure on USAWC curriculum and would cause divergence from present emphasis on strategy.

d. Creates necessity for close coordination between USACGSC and USAWC in the conduct of essentially tactical instruction.

13. Conclusion. - That USACGSC should retain responsibility for the conduct of field army and theater army logistical command instruction.

SECTION VI

BALANCE BETWEEN "EDUCATION" AND "TRAINING" AT EACH SCHOOL LEVEL

14. Background. - The Board found that there was a difference in concept within the present school system as to the proper balance between "education" and "training" that should exist at each level in the system. This difference involves at least these three questions:

a. How much of the curriculum at any level should be handled by educational methodology, how much by training techniques?

b. What should be the balance between specialist and generalist development at each level?

c. What should be the relative emphasis between coverage of present and of future concepts at each level?

15. Definitions. - In order to assess the impact of these questions on policy guidance, the Board found it necessary to confirm the distinction between "education" and "training," as currently stated in AR 350-5, Education and Training - Military Education, as follows:

a. "Military education. - Individual military instruction... given without regard to the student's job assignment or membership in a particular unit.

b. "Individual training. - Instruction given to individuals for the purpose of providing training in a particular military speciality.

c. "Distinction. . :

"(1) Education implies formal instruction and study leading to intellectual development to include the making of sound decisions.

"(2) Training implies instruction and supervised practice toward acquisition of a skill. "

16. Analysis - For a comparison of the Board's views expressed in tabular form, see Appendix "B", "General Balance of Instruction at the Various School Levels."

17. Conclusion. - The Board concluded that the school system should initially emphasize the training of the branch specialist for immediate duty, and should progressively broaden each field until, at the highest level, emphasis is placed upon educating the generalist for duty in an indefinite time frame.

SECTION VII

FUNCTION OF THE SCHOOL SYSTEM IN ADVANCING THE UNDERSTANDING OF THE ROLES, MISSIONS, AND PHILOSOPHY OF THE ARMY AND OTHER SERVICES

18. Origin of problem. - The Board considered this problem because it believes that the roles, missions, and philosophies of all services will be subjected to review and possible change in the future. The Board considers that an understanding of these roles and missions is essential for effective Army participation in the joint and combined operations which will, in the Board's view, become of increasing importance. The Army school system has been criticized for failing to analyze, synthesize, and disseminate the agreed Army "concepts." The Board considers it essential that, as the complexion of warfare changes in the future, all elements of the Army work together in a common understanding of the roles and missions which constituted authority assigns to the Army and to its sister services.

19. Analysis. - The Board is of the opinion that the function of the school system should be strictly limited in the area of roles, missions, and Army philosophy. Nevertheless, the system should play an important part within these limitations. The reasonable limitations are set forth in these concepts:

a. Basic formulation of the roles and missions of the Army and other services is the responsibility of agencies other than the school system. The system must carefully avoid an attempt at a propaganda or public information effort in the challenge of an agreed role.

b. The system must avoid the promulgation to students of an Army position which would compromise their intellectual freedom and independence of thought.

c. The system must not advocate concepts and ideas which lack Department of the Army approval.

Within these limitations, the school system provides an excellent medium for the orientation and indoctrination of students. The accomplishment of this function is facilitated by the academic environment,

by the opportunity for exchange of views between students and between students and faculty, by the opportunity for creative thinking by the faculties, and by the concentration of educational effort which can be attained in a school. The Board emphasizes that this is an educational function, not an informational one.

20. **Conclusions.** - The Board was impressed by the volume of material being produced in this subject area and notes that the use of the material is apparently left to individual discretion. There appears to be no concentrated, coordinated educational effort for implementation in this important field. The Board considers that the school system should provide a means for such implementation. The Board further considers that a program of student indoctrination in the roles, missions, and basic philosophy of the Army and other services should be developed; that this indoctrination should be factual, conservative, mature, intellectual, and brief; that the agencies responsible for the schools should provide the basic materials for this indoctrination; and that the program should operate aggressively within the limitations prescribed above.

SECTION VIII

GENERAL PRINCIPLES AND POLICIES **GOVERNING THE SCHOOL SYSTEM**

21. **Introduction.** - During the years of its existence, the Army school system has enjoyed strong support from other elements of the Army; and a definable group of principles and policies has been developed for the organization and operation of the system. In practice, these policies are generally recognized and followed. However, there appears to be no single compilation of this guidance, either in Army Regulations or elsewhere. Consequently, the Board desires to collate certain important principles and policies in this report and recommends their inclusion in AR 350-5, Education and Training - Military Education (draft revision at appendix A to this annex). These principles are stated and briefly discussed in the following paragraphs.

22. **Importance of the service school system.** - The Army school system is second in importance only to the operational units which are the fighting strength of the US Army. This system is the keystone of

the Army's preparation for wartime duties -- it provides the education and training which prepare Army officers for manifold tasks of leadership and command, and it develops the skills and knowledge which assist the officer to make effective decisions. The past contribution of the system to the successful prosecution of World Wars I and II and the Korean War are self-evident. The school system will assume an increasingly important role in meeting the challenge posed by new concepts, missions, and weapons.

23. Relationship of the service school system to other means of officer education and training. - The service school system is the principal means of officer education and training. However, many other educational forces develop the officer during his career. Officers learn from troop duty, on-the-job training, individual study, civilian schooling, information programs, and precepts acquired from higher commanders. Each of these factors should contribute its share toward the creation of the professional officer; a balance should be maintained which insures that the school system is not charged with missions which can better be accomplished elsewhere. The school system provides knowledge which is essential for individual development; each officer has a continuing personal responsibility for his own education; and each officer should complement and supplement his formal schooling by personal endeavor outside the resident school system.

24. Support of the school system. - The school system is a relatively complex organization. The detailed planning and long lead-time essential for effective instruction, and the inherent difficulty of the educational process, deny the school system the flexibility which is characteristic of most Army functions. Hence, a continuing high level of support is vital to successful accomplishment of school missions. Agencies charged with policy direction and support of the school system should insure stability for a system designed to meet the long-term needs of the Army. As a minimum, necessary support includes a faculty adequate in quantity and quality; sufficient academic plant, housing, and school and support troops; early doctrinal guidance to permit curriculum planning; early establishment of firm officer student quotas to permit course planning; and stability of faculty tenure.

25. Supervision of schools. - Agencies responsible for service schools should provide broad missions and guidance to school commandants. Operating within this guidance, the commandants should be granted wide latitude in accomplishing their missions. Examples of

appropriate areas for supervisory action by responsible agencies include: continuing review of the system to insure constant alignment with latest developments as they pertain to education; elimination of duplication in instruction between school levels; avoidance of gaps in instruction between levels; comparability of instruction in identical subjects as taught at different schools; the broad balance attained among major subject areas (e. g., balance between operational, logistical, intelligence, and personnel instruction); activities designed to keep officers current in changing concepts; and activities designed to further student understanding of the roles, missions, and philosophies of the Army and other services. In curriculum matters, the directed inclusion of specific hours of coverage for certain subjects is normally undesirable. The commandant is the best judge of the method and timing for presentation of specific subjects.

26. Academic purpose. - The principal academic purpose at each level of the school system is the thorough instruction of all students in the fundamentals of ground combat or staff action pertinent to the level. Attainment of this objective is of paramount importance. When this knowledge of fundamentals has been gained, the student should be required to project himself into situations of increasing complexity wherein his reasoning powers, tactical and strategic judgment, and intellectual capability are expanded. The ultimate goal is the production of graduates who will be prepared to apply a sure knowledge of fundamentals to the complex situations of the future, and who will demonstrate intelligence, versatility, imagination, and initiative in their application.

27. Academic approach. - The academic approach at each level should fully exploit the capabilities of the student group. Instruction should be academically demanding and must be pitched at a level which credits the student with maturity and intellectual competence commensurate with his experience. The methodology employed should challenge and interest the student; rote must be avoided; a full range of academic techniques should be used for the inculcation of fundamentals.

28. Curriculum content. - In all areas of the school system, the expanding scope of knowledge required to fight future wars tends to crowd and lengthens the curricula. This, in turn, demands that an officer spend an increasing portion of his career in resident schooling. On the other hand, limited personnel resources and the desirability of sending as many officers as practicable to schools make it necessary

that curricula be kept at minimum length and content. To reconcile these conflicting demands, each curriculum should be focused on essentials; the curriculum should contain only those subjects which cannot be adequately learned elsewhere, and "nice-to-know" subjects should be acquired by individual study on a nonresident basis.

APPENDIX A TO ANNEX 5

DRAFT PROPOSED REVISION OF AR 350-5

NOTE

The Board recognized the significance of AR 350-5, Military Education, as the governing statement of policies and procedures for the military educational system. Many of the Board's recommendations will occasion substantive changes in the present regulation. Also, in the opinion of the Board, the existing regulation should be revised to eliminate the minor administrative provisions now included; these instructions seem more appropriate for other publications. Accordingly, the Board has prepared a draft revision which generally incorporates these substantive changes and eliminates the less significant administrative provisions (see Recommendation 40). This draft reflects the Board's specific desire to streamline this regulation; it is the Board's belief that those portions and paragraphs of the existing regulation which have been omitted in this revision are not of sufficient importance to merit retention in this basic regulation.

DRAFT

AR 350-5

ARMY REGULATIONS)
NO. 350-5)

DEPARTMENT OF THE ARMY
Washington 25, D. C.,

EDUCATION AND TRAINING

MILITARY EDUCATION

Section I. GENERAL.

Paragraph Page

Scope - - - - -	1
Objective - - - - -	2
Missions - - - - -	3
General principles and policies - - -	4
Responsibilities - - - - -	5
Instruction for reserve components - -	6

DRAFT

Section II.	ARMY SERVICE SCHOOL SYSTEM.	Paragraph	Page
	Types of service schools - - - - -		7
	Organization - - - - -		8
	Regulations for schools - - - - -		9
III.	MILITARY EDUCATION FOR OFFICERS.		
	General - - - - -		10
	Service schools - - - - -		11
	Service colleges - - - - -		12
	Associate courses - - - - -		13
	Schools of the other services - - - - -		14
	Joint schools - - - - -		15
	Civilian institutions - - - - -		16
	Other officer education - - - - -		17
IV.	ARMY EXTENSION COURSES.		
	Mission - - - - -		18
	Courses - - - - -		19
	Procedures - - - - -		20
V.	EDUCATION LEADING TO COMMISSION.		
	United States Military Academy - - -		21
	Army officer candidate courses - - -		22
	Reserve Officers' Training Corps - -		23
	Civilian schools receiving Federal aid -		24
VI.	SCHOOL TRAINING FOR ENLISTED PERSONNEL.		
	General - - - - -		25
	Courses - - - - -		26
	Selection and assignment - - - - -		27
	Relief and reassignment - - - - -		28
VII.	DEFINITIONS, LIST OF ARMY ACADEMIES, AND SERVICE SCHOOLS AND COLLEGES.		
	Definitions - - - - -		29
	Academies, schools - - - - -		30

Section I

GENERAL

1. **Scope.** - These regulations set forth the general provisions governing the military education and individual training of Army personnel of all components of the Army as may be accomplished in the Army service schools, joint schools, schools of other services, civilian institutions and industry, and schools of foreign nations. General provisions of the Reserve Officers Training Corps, United States Military Academy, and the Army Extension Course Program are also set forth. For detailed scope see the appropriate regulations in the AR 350-series.

2. **Objective.** - The objective of the Army service school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command.

3. **Missions.** - The missions of the Army service school system are to:

- a. Prepare and conduct resident instruction, prepare and administer nonresident instruction.
- b. Initiate action leading toward the formulation of new and the revision of old doctrine.
- c. Prepare training literature.
- d. Accomplish cross-service understanding of Army tactics, techniques, and operations by providing training as directed for members of other components of the Armed Forces and for Allied personnel.
- e. Provide support for such other training activities of the Army as may be directed.

4. **General principles and policies.** - The following principles and policies establish broad guidance for the school system and for the agencies responsible for its development, supervision, and support.

DRAFT

a. Importance of the service school system. - The Army school system is second in importance only to the troop units which are the fighting strength of the US Army. This system is the keystone of the Army's preparation for wartime duties -- it provides the education and training which prepare Army officers for manifold tasks of leadership and command, and it develops the skills and knowledge which assist the officer to make effective decisions. The past contributions of the system to the successful prosecution of World Wars I and II and the Korean War are self-evident. For the future, the school system will assume an increasingly important role in meeting the challenge posed by new concepts, missions, and weapons.

b. Relationship of the service school system to other means of officer education and training. - The service school system is the principal means of officer education and training. However, many other educational forces develop the officer during his career. Officers learn from troop duty, on-the-job training, individual study, civilian schooling, information programs, and precepts acquired from higher commanders. Each of these elements should contribute its share toward the creation of the professional officer; a balance should be maintained which insures that the school system is not charged with missions which can better be accomplished elsewhere. The school system provides the knowledge which is essential for individual development; each officer has a continuing personal responsibility for his own education; each officer should complement and supplement his formal schooling by personal endeavor outside the resident school system.

c. Support of the school system. - The school system is a relatively complex organization. The detailed planning and long lead time essential for effective instruction, and the inherent difficulty of the educational process, deny the school system the flexibility which is characteristic of most Army functions. Hence, a high level of support is vital to successful accomplishment of school missions. Agencies charged with policy direction and support of the school system should insure stability for a system designed to meet the long-term needs of the Army. As a minimum, necessary support includes a faculty adequate in quantity and quality; sufficient academic plant, housing, and school and support troops; early doctrinal guidance to permit curriculum planning; early establishment of officer student quotas to permit course planning; and stability of faculty tenure and student input.

d. Supervision of schools. - The agencies responsible for service schools should provide broad missions and guidance to commandants thereof. Operating within this guidance, the commandants should be granted wide latitude in accomplishing their missions. Examples of appropriate areas for supervisory action by responsible agencies include: continuing review of the system to insure constant alignment with latest developments as they pertain to education; elimination of duplication in instruction between school levels; avoidance of gaps in instruction between levels; comparability of instruction in identical subjects as taught at different schools; the broad balance attained among major subject areas (e. g., balance between operational, logistical, intelligence, and personnel instruction); activities designed to keep officers current in changing concepts; and activities designed to further student understanding of the roles, missions, and philosophies of the Army and other services. In curriculum matters, the directed inclusion of specific hours of coverage for certain subjects is normally undesirable; the commandant is the best judge of method and timing for the presentation of specific subjects.

e. Academic purpose. - The principal academic purpose at each level of the school system is the thorough instruction of all students in the fundamentals of ground combat or staff action pertinent to the level. Attainment of this objective is of paramount importance. When this knowledge of fundamentals has been gained, the student should be required to project himself into situations of increasing complexity wherein his reasoning powers, tactical and strategic judgment, and intellectual capacity are expanded. The ultimate goal is the production of graduates who will be prepared to apply a sure knowledge of fundamentals to the complex situations of the future, and who will demonstrate intelligence, versatility, imagination, and initiative in their application.

f. Academic approach. - The academic approach at each level should fully exploit the capabilities of the student group. Instruction should be academically demanding and must be pitched at a level which credits the student with maturity and intellectual competence commensurate with his experience. The methodology employed should challenge and interest the student; rote must be avoided; a full range of academic techniques should be used for the inculcation of fundamentals.

DRAFT

g. Curriculum content. - In all areas of the school system, the expanding scope of knowledge required to fight future wars crowds and lengthens the curricula; this, in turn, tends to demand that an officer spend an increasing portion of his career in resident schooling. On the other hand, limited personnel resources and the desirability of sending as many officers as practicable to schools make it necessary that curricula be kept at minimum length and content. To reconcile these conflicting demands, each curriculum should be focused on essentials; the curriculum should contain only those subjects which cannot be adequately learned elsewhere; and "nice-to-know" subjects should be acquired by individual study on a nonresident basis.

5. Responsibilities. - The Department of the Army will formulate general plans and policies, coordinate the execution of such plans and policies, and exercise general supervision over the educational system of the Army. General responsibilities of the various agencies are outlined below:

a. The Deputy Chief of Staff for Military Operations, Department of the Army, in coordination with other General Staff agencies, will establish policies for, and exercise a broad review of, training and educational programs conducted by Army service schools.

b. Commanding General, United States Continental Army Command, will be the Director of the Army service school system. He will supervise all Army schools and courses of instruction in accordance with the policy guidance and direction provided by the Department of the Army and in coordination with other appropriate agencies. See AR 10-7.

c. Supervision of Army participation in training activities conducted by the other departments of the Armed Forces of the United States is vested in the Commanding General, United States Continental Army Command, within established policy and doctrine approved by the Department of the Army.

6. Instruction for reserve components. - For personnel of the reserve components, pursuit of courses of instruction in the Army service school system is voluntary. Completion of such courses may be prescribed as a prerequisite to advancement to a higher grade. Qualified members of the reserve components are eligible to attend all courses outlined herein.

Section II

ARMY SERVICE SCHOOL SYSTEM

7. Types of service schools. - The following types of schools are in the Army service school system: (For detailed breakdown by type see section VII.)

- a. Service colleges.
- b. Branch service schools.
- c. Specialist schools.

8. Organization. - a. General. - Service colleges, branch service, and specialist schools will be organized and administered in conformity with these regulations, and with such special instructions as may be issued from time to time by the Department of the Army; Commanding General, United States Continental Army Command; or other appropriate authority.

(1) School personnel. - The personnel of each school will consist of a commandant; his personal aides, if any; a staff including an assistant commandant; a faculty; a school cadre; demonstration troops when authorized; and such students as may be detailed to pursue a course of instruction thereat.

(2) Allocation and assignment. - Within personnel authorization, personnel will be requisitioned, allocated, assigned, and relieved of assignment by the Department of the Army, or by an agency designated by the Department of the Army upon the request of the school concerned and in accordance with existing policies and procedures relative to assignment specified in Army Regulations and Special Regulations in the 615-series.

(3) Exemptions from duties. - Except with the prior approval of the agency charged with direct supervision and control of the school, personnel will not be detailed to duties, or placed on temporary duty or detached service not directly connected with the school mission. Similarly, except with the prior approval of the

agency charged with direct supervision and control of the school, schools will not be assigned tasks or projects which will require the use of personnel on other than their regular school duties.

b. Commandant.

(1) General. - A commandant will be especially selected and assigned to each school by the Department of the Army. The commandant will have charge of the general administration of the school or schools, will be responsible for all matters of instruction therein, and will insure that all programs of instruction are properly coordinated.

(2) Curricula and programs of instruction.

(a) Curricula. - The commandant will submit recommendations for the establishment, discontinuance, or revision of courses conducted at Army service schools to the Commanding General, United States Continental Army Command, in accordance with the provisions of AR ____.

(b) Programs of instruction. - The commandant will submit all programs of instruction or changes in such programs to the Commanding General, United States Continental Army Command, in accordance with the provisions of AR ____.

(3) Succession to command. - For succession to command see AR 600-20.

c. Assistant commandant. - The assistant commandant, under direction of the commandant, will have charge of instruction and administration concerning instruction in the school or group of schools and will have general charge of the preparation of text and reference books and of mailing list matter. In the absence of the assistant commandant, the senior director, or in the absence of all directors, the senior instructor will act as assistant commandant.

d. Other members of the staff and faculty. - The duties and responsibilities of the directors of instructional departments, the secretary, the academic staff, and the instructors are as specified by the commandant concerned, in consonance with pertinent regulations and directives.

e. School agencies. - The functions of the faculty board, the school library, the book department, and other school agencies are as specified by the commandant concerned, in consonance with pertinent regulations and directives.

9. Regulations for schools. - a. General regulations governing the conduct of each service college, branch service school, specialist school, Army Extension Courses, and troop schools are published in Army Regulations in the 350-series.

b. Army Regulations for all schools will be prepared and revised under supervision of the agency charged with direct supervision and control of the particular school (par. 5). They will contain, so far as applicable--

(1) General provisions for the designation and location of the school.

(2) Its mission and general organization.

(3) A general description of the courses to be conducted and the responsibilities of the various subdivisions of the school. The courses conducted, together with their purpose, duration, prerequisites, and scope, will be published periodically by The Adjutant General as "The Army School Catalog" or as "The Announcement of Army Extension Courses," as appropriate, in pamphlet form.

(4) Requirements and regulations in regard to class standing, diplomas, certificates, and academic reports.

Section III

MILITARY EDUCATION FOR OFFICERS

10. General. - The Army service colleges and schools will conduct courses to provide progressive military education and appropriate practical training for officer personnel of all components at appropriate levels in order to prepare them to perform efficiently in all positions concerned with leadership of troops and units, with application of doctrine, tactics and technique, with the employment of units, with strategic concept, planning and execution, and with national planning and

DRAFT

policy. In consonance with the objective, paragraph 2, courses will be designed primarily as preparation for wartime duties; minimum essential coverage of peacetime duties will be included. The career education of most officers will be accomplished, progressively, through the courses described in paragraphs 11 and 12. An appreciable number of officers will also attend joint schools, schools of the other services, universities and other institutions, and foreign military or civilian schools and colleges. The purpose of such additional education for selected officers will be to qualify them for positions on joint staffs, as interservice liaison officers, or for other positions requiring a specialized knowledge.

11. Service schools. - The service schools will conduct courses to provide military education and practical training for commissioned officers at two general levels; for newly commissioned officers (Orientation Course), and for officers with from 3 to 8 years' service (Branch Career Course). In addition, the service schools will conduct officer specialist courses when appropriate directives or approvals are issued by competent authority.

a. Orientation course. - Normally an officer will be assigned to an orientation course of approximately 8 weeks' duration immediately upon receiving his commission. This course will be limited to those subjects essential to the newly commissioned officer in his first duty assignment, with emphasis on fundamentals, weapons, and equipment. It will stress practical work, with a minimum of theoretical instruction, and its length and content will be adapted to the variations in precommissioned training of the various categories of officers (USMA, ROTC branch material, ROTC general military science, and OCS). Exact length and content will be determined by each branch separately based on its specific requirement. In time of hostilities branch basic courses of approximately 4 months' duration will be established to be attended by all newly commissioned officers prior to assignment to duty with troops.

b. Branch career course. - After an officer has gained experience with troops, he will be assigned to a branch career course of approximately 1 academic year's duration, to be attended at 3 to 8 years' service. This course will be designed and conducted to

challenge the student officer, with emphasis on practical work and instruction with troops. The scope of this course will prepare the officer to perform branch duties at company through battle group or comparable level, and will include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective. Additional instruction will be given on the general and special staffs in higher echelons necessary to qualify the student in the duties pertinent to his particular branch.

c. **Specialist courses.** - Officer specialist courses designed to provide technical education and training for the purpose of qualifying personnel in particular military specialties will be conducted by the service and specialist schools on a requirements basis.

12. **Service colleges.** - a. **US Army Command and General Staff College--regular course.** - Selected graduates of the branch advanced courses will attend the US Army Command and General Staff College regular course. The scope of this course will include the duties of the Commander and General Staff of the division, corps, army, and theater army logistical command.

b. **US Army War College.** - Selected graduates of the US Army Command and General Staff College after a subsequent period of duty will attend the US Army War College. The scope of this course will include instruction in the duties of the Commander and staffs of the higher Army echelons not included in schools previously attended such as the army group, theater army headquarters, continental United States agencies, and the Department of the Army, with emphasis on the latter. This course will be designed to emphasize military policy, national strategy, and the Army's mission as a part of the Department of Defense, with appropriate coverage of joint and combined functions.

13. **Associate courses.** - Associate courses will be conducted by branch service schools, the US Army Command and General Staff College, and specialist schools upon direction of the agency charged with the supervision of the college or school concerned.

a. Branch service schools. - Associate courses at this level may be of two types:

(1) Combination resident and nonresident associate courses. - These courses will be conducted for the training of reserve component officers not on active duty. To shorten the time the Reserve officer must spend away from his civilian pursuits only that instruction which cannot be covered by extension courses will be given as resident instruction.

(2) Resident associate courses. - Courses of shorter duration, paralleling the regular longer courses, may be authorized in exceptional circumstances for the training of career officers to satisfy specific branch requirements.

b. US Army Command and General Staff College. - Courses of shorter duration, paralleling the regular longer course, will be conducted at this level primarily to provide essential training to selected career officers, without regard to component.

c. Specialist schools. - As directed by appropriate authority.

14. Schools of the other services. - Selected officers will attend certain schools and courses under the control of the other services.

15. Joint schools. - The mission of these schools is to prepare selected officer personnel for the exercise of joint high-level policy, command, and staff functions, and the performance of strategic planning duties. Emphasis is placed on the joint aspects of all military operations with due caution that courses at the joint schools are not unduly paralleled or overlapped. For details of mission, scope of courses, and other information, see AR _____.

16. Civilian institutions. - a. Authority.

(1) This paragraph establishes Department of the Army policy with respect to the training of military personnel in civilian

educational, commercial, and industrial institutions as authorized by paragraph 13, section 127a, National Defense Act (41 Stat. 786; 10 U.S.C. Supp. IV, 535), as amended.

(2) All such training will be conducted under the overall supervision of the Deputy Chief of Staff for Military Operations and in conformity with the policies outlined herein, and in AR _____.

b. Mission and scope. - The mission and scope of this type of education and training is to afford military personnel education and training not available in service schools and colleges to meet current and foreseeable future requirements of the various agencies of the Department of the Army and subordinate commands. Requirements exist in, but may not be limited to, the political, economic, technical, scientific, and social fields. Individual announcement of specific programs conducted under this regulation will be made by the interested agency in coordination with the Deputy Chief of Staff for Military Operations.

17. Other officer education. - In addition to the education received at joint schools, service colleges and schools, and civilian institutions, a limited number of officers will receive further specialized training by --

a. Attending schools of governmental agencies other than those of the Department of the Army. See AR _____.

b. Training with civilian industry to pursue studies of a specialized nature. See AR _____.

c. Participation in the Industrial Mobilization Training Program which consists of a planned combination of two or more military and civilian school courses combined with specific duty assignments preparatory to assignment to a joint agency.

d. Attending schools of foreign nations. - A small number of Army officers are selected each year to pursue courses of instruction at schools of foreign nations on an invitational basis. The purpose of such attendance by Army officers is to afford selected officers an opportunity to broaden their experience by a close relationship with the language, technique, and staff procedures of other armies.

Section IV

ARMY EXTENSION COURSES

Essentially no change.

Section V

EDUCATION LEADING TO COMMISSION

Essentially no change.

Section VI

SCHOOL TRAINING FOR ENLISTED PERSONNEL

Essentially no change.

Section VII

DEFINITIONS, LIST OF ARMY ACADEMIES, AND
SERVICE SCHOOLS AND COLLEGES

29. Definitions.

a. Military education. - Individual military instruction provided by schools and extension courses, given without regard to the student's job assignment or membership in a particular unit.

b. Training. - Training may be individual or unit.

(1) Individual training. - Instruction given to individuals for the purpose of providing training in a particular military specialty.

(2) Unit training. - Instruction given to a unit for the purpose of increasing the ability of the unit to perform its military mission.

c. Distinction between "education" and "training".

(1) Education implies formal instruction and study leading to intellectual development to include the making of sound decisions.

(2) Training implies instruction and supervised practice toward acquisition of a skill.

d. Service school. - An Army service school is an educational and training activity whose establishment has been authorized by special public law or by Department of the Army General Order.

e. Service college. - An Army educational facility conducting training in the duties of staff and command positions of division and higher level.

f. Branch service school. - A service school for officers and/or enlisted personnel, where instruction is conducted in the subjects necessary in a particular branch of service.

g. Specialist school. - A service school for officers and/or enlisted personnel for training of a specialized nature and not restricted in its application to a particular branch of service.

h. School year. - The school year will normally be the September-June period.

i. Demonstration troops. - Sometimes called "School Troops." Includes all troops whose primary mission (School T/D Troops) or secondary mission (General Reserve or ZI Operational Troops) is to provide demonstrations and instructional assistance.

30. List of Army academies, and service schools and colleges (subject to change by Headquarters, Department of the Army, authority).

a. Military Academy. - U. S. Military Academy.

b. Preparatory School. - U. S. Military Academy Preparatory School.

c. Service colleges.

- (1) U. S. Army War College.
- (2) U. S. Army Command and General Staff College.

d. Branch service schools.

- (1) The Adjutant General's School, US Army.
- (2) U. S. Army Armor School.
- (3) Army Medical Service School.
- (4) U. S. Army Air Defense School.
- (5) U. S. Army Artillery and Missile School.
- (6) U. S. Army Chaplain School.
- (7) U. S. Army Chemical Corps School.
- (8) U. S. Army Civil Affairs and Military Government School.
- (9) U. S. Army Engineer School.
- (10) Finance School, U. S. Army.
- (11) U. S. Army Infantry School.
- (12) The Judge Advocate General's School, U. S. Army.
- (13) U. S. Army Ordnance School.
- (14) The Provost Marshal General's School, U. S. Army.
- (15) U. S. Army Quartermaster School.
- (16) U. S. Army Security Agency School.

- (17) U. S. Army Signal School.
- (18) U. S. Army Southeastern Signal School.
- (19) U. S. Army Transportation School.
- (20) U. S. Women's Army Corps School.

e. Specialist schools.

- (1) U. S. Army Aviation School.
- (2) U. S. Army Information School.
- (3) U. S. Army Intelligence School.
- (4) U. S. Army Language School.
- (5) U. S. Army Logistics Management Center.
- (6) U. S. Army Medical Service Meat and Dairy Hygiene School.
- (7) U. S. Army Management School.
- (8) U. S. Army Ordnance Guided Missile School.
- (9) U. S. Army Special Warfare School.
- (10) Quartermaster Subsistence School, U. S. Army.
- (11) U. S. Army Strategic Intelligence School.
- (12) Walter Reed Army Institute of Research.

APPENDIX B TO ANNEX 5
GENERAL BALANCE OF INSTRUCTION AT VARIOUS SCHOOL LEVELS

SCHOOL LEVEL	EMPHASIS ON TRAINING OR EDUCATION	EMPHASIS ON SPECIALIST OR GENERALIST	EMPHASIS ON PRESENT OR FUTURE CONCEPTS	REMARKS
Branch orientation course	Training	Branch specialist	Present	<ol style="list-style-type: none"> For combat arms, course should: <ol style="list-style-type: none"> Stress fundamentals of ground combat. Be battle-oriented. Prepare for effective troop duty in existing units using today's weapons. For technical and administrative services, course should emphasize effective troop duty in support role. Each course should be adapted to the precommission training of the student officer.
Branch course	Training (some education)	Branch specialist (some generalist)	Present and 1-5 years to future	<ol style="list-style-type: none"> For combat arms, stress remains on training, but field is broadened to include combined arms and support activities, with instruction in division staff, division organization, and division operations essential for branch perspective. Technical and administrative services should have similar emphasis, with coverage on organizations beyond division level as necessary.
US Army Command and General Staff College	Education and training	Generalist (some specialist)	Present and 5-10 years to future	<ol style="list-style-type: none"> Education is required to develop the capabilities for analysis, comprehension, decision making, and command which characterize the generalist. Training is required to give fundamental knowledge and familiarity in organization, procedures, and staff techniques.
Senior colleges	Education	Generalist	Present and to foreseeable future.	Concentration on educating the generalist.

ANNEX 6

ORGANIZATIONAL STRUCTURE OF THE ARMY
SERVICE SCHOOL SYSTEM

Appendix A

Organization Present Army School System

Appendix B

Hq USCONARC Monitorship and Functions for Army Schools

Appendix C

Organization Separate Army School Command

ANNEX 6

ORGANIZATIONAL STRUCTURE OF THE ARMY SERVICE SCHOOL SYSTEM

SECTION I

GENERAL

1. Purpose. - The Board was directed in its terms of reference to give particular attention to "the adequacy of the present organizational structure of the Army school system." The Board found that the question of organizational structure included several fundamental problems.

2. Background. - During World War II the "Replacement and School Command" was created as a mobilization expedient to provide centralized direction of the wartime Army school system of the combat arms. This command was an agency of "Army Ground Forces." The "Gerow Board" report of 1946 did not address the problem of internal Army command structure of the various proposed elements of the Army school system. Following World War II a need for greater direction and control of the school system was recognized. At that time, Army Field Forces exercised control over the missions of most schools, but funds and personnel were provided by the Zone of Interior armies. Headquarters, Army Field Forces was not in the chain of command as Zone of Interior armies reported to Department of the Army. The head of each technical and administrative service commanded the school(s) which supported his respective missions. These technical and administrative service schools, together with certain specialist schools, were not responsible to Army Field Forces. In 1949 the Department of the Army Board on Educational System for Officers (Eddy Board) recommended that a "Director of Education" be established under the Department of the Army to provide for efficient coordination in the formulation of tactical doctrine, planning of curricula, and the employment of modern educational methods. The Board further stated that this Director of Education should command those schools for which no chief of branch existed (e. g., combat arms schools and the USACGSC), and should exercise proper budgetary and personnel control over these schools.

The Eddy Board also proposed that technical and administrative service schools should remain under command of their respective chiefs, but that formulation and coordination of curricula and employment of modern educational means should be supervised by the "Director of Education." The present organizational structure of the Army school system reflects, in part, these recommendations. In a broad sense the Commanding General, United States Continental Army Command, now fulfills those responsibilities visualized for the "Director of Education." He is not, however, identified by this title.

3. Procedure. - The Board used the following successive and interrelated steps to assess the organizational structure of the Army school system and the derived problem areas:

- a. Factors used to evaluate the adequacy of the organizational structure (section II).
- b. An assessment of the present organizational structure (section III).
- c. An assessment of the feasibility and desirability of a separate school command (section IV).
- d. Proposed modifications of the organizational structure of the Army school system (section V).
- e. Tenure of staff and faculty assignments (section VI).
- f. Administrative and logistical support (section VII).

SECTION II

FACTORS USED TO EVALUATE THE ADEQUACY OF THE ARMY SCHOOL SYSTEM

4. Basis of selection. - The Board determined that there are several principles on which any assessment of the adequacy of the organizational structure should be based. These factors are, in general, applicable to any assessment of organization. The following principles relate specifically to the Army service school system.

5. Missions. - The organization must facilitate accomplishment of the missions. The reworded statement of missions of the Army school system as developed in annex 5 is:

- a. Prepare and conduct resident instruction; prepare and administer nonresident instruction.
- b. Initiate action leading toward the formulation of new and the revision of old doctrine.
- c. Prepare training literature.
- d. Accomplish cross-service and Allied understanding of Army tactics, techniques, and operations by providing training, as directed, for members of other components of the US Armed Forces and for Allied students.
- e. Support other training activities of the Army as directed.

6. Functions. - The organizational structure of the school system should support the following main functions derived from the above missions:

- a. Detailed planning and coordination of curricula to assure adequate coverage of subject material, and to prevent unnecessary overlap of instruction vertically between levels of schooling and laterally between schools.
- b. Timely coordination of doctrine.
- c. Employment of modern educational methods.
- d. Programing of input and in-training student loads.
- e. Inspection of schools.
- f. Personnel control adequate to insure a staff and faculty qualified to execute the school mission.
- g. Control of an administrative and logistical support organization capable of assisting the faculty to achieve its mission.

h. Control of facilities adaptable to the needs of the mission.

7. Responsiveness. - The organizational structure of the Army school system should be responsively flexible to accommodate the changing demands for instruction, doctrinal guidance, and combat developments. In this connection the Board notes that the school system is an integral part of the broader function of training of officers and enlisted men for duties that they may be called upon to perform in war. The organizational structure, therefore, should not isolate the school system and thereby create a divided responsibility for the overall training mission.

8. Mobilization base. - The school system is a vital part of the mobilization base of the Army. The organizational structure of the system must maintain a capability for rapid adjustment to mobilization training requirements through expansion and reallocation of resources.

9. Relation to the branch structure of the Army. - The organization of the Army is based on a branch structure (i. e., combat arms, technical services, and administrative services) involving command and staff responsibilities and authority. The Board accepts that this basic structure will obtain into the next decade. The organizational structure of the school system must recognize and accommodate the responsibilities and authority of the arms and services as organizational entities.

SECTION III

PRESENT ORGANIZATIONAL STRUCTURE

10. Components. - The present Army school system embraces 33 service schools and colleges which conduct courses of instruction for officers (see appendix A, Organization, Present Army School System). This structure includes 19 branch schools devoted to qualifying officers in the tactics, techniques, and procedures of a particular branch, and 2 colleges, the US Army Command and General Staff College and the US Army War College. Associated with these 21 career schools are 12 specialist schools for training of a specialized nature not restricted in its application to any particular branch.

11. Policy direction. - Responsibility and authority for all functions of all schools and colleges in the school system are vested only in

Headquarters, Department of the Army. This headquarters, relatively remote from the specific requirements for direction, control, supervision, and inspection of the school system, fulfills its responsibilities through issuance of policy guidance. High level policy guidance for the direction and control of the Army school system must be centralized in the Department of the Army General Staff. This provides for the detailed coordination of schools policies with the career management and overall development of the individual. Further, it facilitates integration of the school function within the framework of Department of the Army policy.

12. Command. - Command of the 33 Army service schools and colleges which conduct courses of instruction for officers is decentralized to operating elements of the Army with the exception of three specialist schools. Twelve schools are commanded by CG, USCONARC. Eighteen are technical, administrative, and specialist schools commanded by heads of the respective technical and administrative services and the heads of separate agencies. Two specialist schools remain under the direction and control of the Assistant Chief of Staff, Intelligence (ACSI), and one under the operational control of the Deputy Chief of Staff for Logistics (DCSLOG).

a. ACSI has Department of the Army staff responsibility for direction of the Army attache system, the Military Intelligence Corps (Reserve), intelligence doctrine, and assigned training and school activities. The US Army Intelligence School and the US Army Strategic Intelligence School are both under the direction and control of the Commanding General, US Army Intelligence Center, Fort Holabird, Maryland, a field agency directly responsible to ACSI. Direction and control of combat intelligence courses conducted at the US Army Intelligence School are exercised by USCONARC, including the input of students to these courses. With the exception of combat intelligence courses, both the US Army Strategic Intelligence and the US Army Intelligence Schools are operated to meet the requirements for specialized training in the intelligence field. In addition, the US Army Intelligence School provides branch instruction for the officers of the Military Intelligence Corps (Reserve).

b. DCSLOG has Department of the Army staff responsibility for development and supervision of Army logistics including doctrine, career management, and training. The US Army Logistics Management Center, Fort Lee, Virginia, is under the operational control of DCSLOG.

The Quartermaster General is assigned administrative responsibility. The Commanding General, Fort Lee, Virginia, provides installation support. This center is a field agency of DCSLOG primarily for the development of management skills and the provision of uniform training in Army-wide aspects of supply management.

13. USCONARC responsibilities. - Army Regulations 10-7 assign the responsibility and authority for the direction and control of curricula and instruction of tactical doctrine and related techniques to CG, USCONARC, in all schools except those noted in paragraph 14 below.

a. USCONARC schools communicate directly with Hq USCONARC on all matters which pertain to the direction and control of curricula, training literature, training aids (films, graphics, and devices), and combat developments. Matters involving personnel, funds, materiel, facilities, and equipment are channeled through the responsible Zone of Interior armies and the Military District of Washington, US Army. (See section VII below.)

b. Department of the Army technical, administrative, and specialist schools communicate with Hq USCONARC through the heads of Department of the Army staff agencies. Each of these schools is considered to be an adjunct to the activities of the respective Department of the Army agency which it is designed to support. In effect, each is an operating agency to support the responsibilities of the respective heads for functions of education, training, and combat developments, including development of doctrine and related techniques. This channel of communication provides for the supervision of technical doctrine and related techniques by those responsible for this doctrine, and for the training of personnel of their respective branches and specialties.

c. Within the Army school system, school commandants are authorized and encouraged to communicate directly with the commandants of other schools and with other headquarters on appropriate matters. Direct communication is authorized and encouraged in such matters as programs of instruction, Common Subjects monitorship, lesson plans, requests for review of proposed training literature, and combat development activities. Coordination of such matters as programing of input and in-training student loads, and implementation of the Army Extension Course Program is effected by Hq USCONARC.

14. Schools exempted from USCONARC control.

a. The Army service schools listed below are under the direction and control of appropriate Department of the Army staff agencies. CG, USCONARC, has no responsibility or authority for directing or controlling the curricula and instruction in these schools, nor for the programming of input and in-training student loads (except as noted in (2) below):

(1) US Army Strategic Intelligence School.

(2) US Army Intelligence School (NOTE: The CG, USCONARC, directs and controls the curricula and instruction in combat intelligence courses which pertain to the combat intelligence support of the Army in the field).

(3) US Army Logistics Management Center.

(4) US Army Security Agency School (USASA School).

(5) Quartermaster Subsistence School, US Army.

(6) Those medical schools and courses of instruction whose curricula are of predominantly medical professional material; or of nonmilitary nature; or do not pertain to the Army in the field.

b. All of the schools listed in a above are classified as specialist schools with the exception of the USASA School, a branch school. Though regulations do not provide for its supervision by USCONARC, matters related to training of the Army in the field are coordinated informally by the USASA School with USCONARC, particularly in the area of Common Subjects. The Walter Reed Army Institute of Research and the US Army Medical Service Meat and Dairy Hygiene School conduct courses which are nonmilitary in nature. Even for these schools, USCONARC provides a degree of control through monitorship by members of the USCONARC special staff.

15. Responsibilities, size, and level of Department of the Army and USCONARC school staff agencies. - The Board directed its attention to the principal staff elements of the Army engaged in the policy guidance, direction, and control of the Army school system. Though many staff elements throughout the Army have responsibilities associated with the

school function, two such elements are the real focal points: the Schools Branch, Training Division, Office of the Director of Organization and Training, ODCSOPS, Department of the Army; and the Schools Division, G3 Section, USCONARC.

a. DCSOPS has the Army staff responsibility for training matters and activities and the formulation of policies related thereto. The Schools Branch, Training Division, Office of the Director of Organization and Training, ODCSOPS, conducts staff actions related to the Army school system in fulfillment of this responsibility. At the time of the Board's deliberations, this branch was staffed with 7 officers: 1 chief and 6 action officers. Of these, 2 devote their time to actions related to precommission training (i. e., USMA, ROTC, and OCS). The remaining four officers are responsible for the actions related to the Army schools system, Army participation in the joint colleges, and policy governing attendance by Army personnel at civilian colleges and universities. Consideration of the responsibilities of this staff element indicates an insufficient capacity for a timely and comprehensive response to the manifold problems that arise.

b. The Schools Division, G3 Section, USCONARC, was staffed, at the time of the Board's deliberations, with 8 officers: 1 chief and 7 action officers who provide the staff supervision of USCONARC responsibilities for the school system contained in AR 10-7. In addition to overall supervision, this staff element monitors the curricula and instruction of 8 of the schools and colleges in the system; 2 of which are the US Army Command and General Staff College and the US Army War College. Though many elements of the staff at Hq USCONARC, other than the Schools Division, G3 Section, participate in the coordination of matters pertaining to the direction and control of the school function, the Schools Division remains the responsible staff agency. (See appendix B, chart of Hq USCONARC Monitorship and Functions for Army Schools.) The Schools Division is of sufficient importance to warrant elevation to a higher position. Since development of current doctrine and training literature are functions of the school system, it appears that these functions might be included within a reorganized USCONARC staff element of appropriate strength for the direction, control, supervision, and inspection of the Army school system. Elevation of the position of the USCONARC schools staff agency to a stature and size commensurate with the importance of these functions will serve to reduce the pressure upon the Department of the Army schools staff agency, and release it to its principal task of policy guidance.

SECTION IV

SEPARATE SCHOOL COMMAND

16. Proposal. - Within the framework of the present organizational structure of the Army, the Board examined several alternate proposals for the establishment of a separate and distinct echelon for the command or control or coordination of all or parts of the Army school system. The Board examined the proposal to establish a separate school command under the Department of the Army and again under Hq USCONARC. In both cases the proposed command would be given command authority over all or certain parts of the service school system; would specify the missions for the schools; provide the necessary personnel for staff and faculty; and would provide funds for conduct of the school missions. Under this system all schools would be considered as class II activities.

17. Assessment, school command under Department of the Army. A separate school command, responsible directly to the Chief of Staff, would place the school system, organizationally, in a position to obtain maximum command support and policy direction. It would provide that control necessary to assure that unnecessary overlaps in curricula did not exist, either vertically between courses of the same school, or laterally between schools. Such a separate organizational structure would transcend present command responsibilities in the organization of the Army. It would require that the present USCONARC responsibilities for preparation of training literature and administration of the Army Extension Course Program be transferred to the separate school system. Training responsibilities of heads of technical and administrative services would become the responsibilities of the separate school system. The creation of a new headquarters would establish a requirement for USCONARC and the technical and administrative services to coordinate doctrine with this separate school system. The system would not be responsive to requirements for doctrinal guidance and combat developments. Separation of the school function from the present branch structure of the Army would isolate the schools from those elements of the Army with the highest degree of concern for the product of the school system, and from those responsible for combat developments. Since the schools would still be situated on installations under the command of Zi armies, the MDW, and the technical services, additional problems of coordination of administrative and logistical support provided by the installations would result. Commandants who also command installations would be forced to accept an additional channel of direction and control. (See appendix C, Organization Separate Army School Command.)

18. **Assessment, school command under USCONARC.** - If a separate school command were placed under USCONARC, organizationally there would be little significant difference from the present structure under USCONARC. The proposed command establishes an additional headquarters, and retains the problem of separation of the technical and administrative schools, the USASA School, and the US Army Civil Affairs and Military Government School from their respective heads. If a separate headquarters were established (either under USCONARC or Department of the Army) with the mission of commanding all schools, it would be necessary for that headquarters to establish appropriate staff sections, including technical and administrative personnel, to process curricula, doctrine, instructional materials, etc, now handled by existing staff sections of USCONARC and the technical and administrative services. This additional headquarters would be costly in personnel to meet the requirement for staff sections to handle programing, funding, and personnel matters. The requirement for personnel at existing headquarters would not be materially decreased.

19. **Conclusion, separate school command.** - Though a separate school command under the command of either Department of the Army or USCONARC would provide one headquarters which could assign missions to each school, direct and control the curricula, and provide the personnel and funds necessary for the accomplishment of the mission, it is concluded that a separate school command is not desirable for the following primary reasons:

a. Separates the direction and control of the school function from those responsible for:

- (1) Training of the Active Army.
- (2) Training of reserve components.
- (3) Combat developments.

b. Diminishes capability for timely response to the requirements of the field.

c. Abrogates the command authority of the technical and administrative heads and heads of separate agencies.

d. Since the schools would still be located at installations commanded by ZI armies and technical service heads, a new problem for those commandants who are also commanders of centers or training commands is created by adding another headquarters to which they would be responsible.

e. Removes USCONARC and technical and administrative services from direct channels for the coordination of doctrine.

f. Creates a new headquarters with additional requirements for personnel and establishes additional channels of coordination.

SECTION V

PROPOSED MODIFICATIONS OF THE ORGANIZATIONAL STRUCTURE OF THE ARMY SCHOOL SYSTEM

20. Concept. - From the analysis developed in the preceding sections I - IV, the Board considers that the following concepts provide a sound basis for the organizational structure of the Army school system into the next decade:

a. Policy direction must be retained at the Department of the Army level.

b. The command responsibility for the elements of the school system must be decentralized to avoid conflict with the basic structure of the Army, and must therefore reside with the existing operating agencies.

c. One senior commander should be designated as the "Director of the Army service school system" and have the overall responsibility for:

(1) Direction, control, and approval of the curricula and instruction for all schools except the following:

(a) Overseas schools.

(b) United States Armed Forces Institute.

(c) United States Military Academy.

(d) United States Military Academy Preparatory School.

(e) Those schools and courses whose curricula are:

- or,
1. Predominantly of medical professional nature;
 2. Of a nonmilitary nature.

(2) Conduct of periodic inspections, supervision of curricula for all instruction, and supervision of instructional methods and standards in all Army service schools except those listed in (1) above.

(3) Coordination and review of requirements for new schools and courses of instruction.

d. The staff agency responsible for school functions must enjoy stature and prestige commensurate with the volume and scope of its responsibility.

21. Conclusion, modification required. - Within the scope of these concepts (paragraph 20 above) the Board concludes that:

a. A major change of the organizational structure of the Army school system is neither desirable nor necessary at this time.

b. The provisions of AR 10-7 (Organization and Functions of USCONARC), insofar as they pertain to the Army school system, should be revised to clarify the responsibilities of CG, USCONARC, and to increase his authority over the school system. Subparagraph 7f, section II, AR 10-7, should be revised to read as follows:

(1) The Commanding General, United States Continental Army Command is designated as the Director of the Army service school system. He will direct, control, and approve the curricula and instruction in all Army service schools except the following:

(a) Oversea schools.

- (b) United States Armed Forces Institute.
- (c) United States Military Academy.
- (d) United States Military Academy Preparatory School.
- (e) Those schools and courses whose curricula are:
 - 1. Predominantly of medical professional nature; or

- 2. Of a nonmilitary nature.

(2) In discharging these broad responsibilities, the Commanding General, United States Continental Army Command, will:

(a) Coordinate as appropriate on all matters pertaining to curricula and instruction with heads of technical and administrative services and separate operating agencies.

(b) With regard to curricula:

- 1. Eliminate unnecessary overlap between schools and between courses of instruction.

- 2. Insure appropriate balance of instructional material to meet the objectives of course of instruction.

(c) With regard to instruction, exercise necessary supervision, including inspections, to provide for:

- 1. Use of appropriate methods and uniform standards of instruction.

- 2. Adequate staff and faculty.

- 3. Adequate facilities and support.

(d) With regard to new courses of instruction and new schools, coordinate and review requirements.

(e) Supervise participation by the Army in instruction in schools and centers of the US Navy and the US Air Force.

(f) Direct and control the selection of courses and Army participation in training given in trade schools and industry when the facilities of such agencies are required to train individuals of the Army in the field in specific MOS code numbers. This does not include the responsibility for selection of courses and personnel concerned with the Industrial Mobilization Training Program.

(g) Exercise operational responsibility for Army participation in technical training and orientation courses conducted by the Armed Forces Special Weapons Project.

(NOTE: See figure 1, page 17, for chart of proposed organization of Army school system.)

SECTION VI

TENURE OF STAFF AND FACULTY ASSIGNMENT

22. Tenure of staff and faculty. - An effective program of preparation and execution of curricula and instruction, to include methodology, is dependent to a high degree upon the stabilization of the assignment of staff and faculty. Frequent changes of personnel cause the instructional program to deteriorate for want of continuing guidance and control. Though tours of duty for instructors at most schools are considered to be a 3-year stabilized tour for field grade officers, consideration should be given to extending this stabilization to all grades.

23. Tenure of commandants and assistant commandants. - A commandant of any Army service school should be assigned for a period of not less than 3 years to assure the desired continuity, and to provide the opportunity for this officer to implement programs which he has developed. In the case of the US Army Command and General Staff College and the US Army War College, consideration of tours in excess of 3 years is believed to be warranted. Assistant commandants must be assigned for a period comparable in length to that of the commandant. The period of assignment should be staggered by at least 1 year to provide overlap between assignment of commandant and assistant commandant.

24. School commandants' conferences. - During consideration of the need for continuity of school programs, the Board noted the lack of an organized program for the conduct of commandants' conferences. An annual conference of service school commandants would provide substantial benefit to the respective schools and to the Army school system as a whole. It would provide the opportunity for the mutual exchange of new ideas and concepts, and the solutions to mutual problem areas. The Board believes that a program of annual conferences should be established to assist commandants in the development of their respective school programs, and in the coordination of school functions.

SECTION VII

ADMINISTRATIVE AND LOGISTIC SUPPORT

25. a. Concepts. - The Board considered that, as a matter of policy, the commandant of a school should have the personnel, funds, and logistical support to fulfill the school mission. Logically, the headquarters responsible for giving a mission to a school should also provide the personnel and funds for the execution of that mission.

b. Present situation. - The six ZI armies and MDW command the USCONARC schools located in their respective areas except for matters pertaining to curricula, instruction, and combat developments. These excepted matters are controlled by USCONARC. Personnel and funds are controlled by the ZI armies and MDW for mission functions. However, the overall control of these functions is centralized at USCONARC. USCONARC has the capability for establishing a proper balance of personnel and funds, and can direct corrections where necessary. All other schools receive their authorization for personnel and funds from that headquarters or staff agency having command authority over the school. This proponent agency is also responsible for the development of technical doctrine and related procedures, and exercises career management authority over members of the respective branch or specialty. Also, the proponent has a vital interest in the product of the particular school, and can be expected to provide adequate personnel and funds to accomplish the school mission.

26. Installation relationships. - All schools, irrespective of the status of direction and control, are located on either a Class I or Class II installation with exception of The Judge Advocate General's School,

US Army, a class II activity, located at the University of Virginia, Charlottesville, Virginia, and the US Army Strategic Intelligence School located in Washington, D. C. In many cases, the commandant of the school is also the commander of the installation at which the school is located. This serves to integrate support functions of the installation with mission functions of the school, and assures proper distribution of funds and personnel at the installation level. In those cases where the school is a tenant upon a specific installation, AR 10-50 provides the authority for the necessary installation support. Any attempt to separate the schools from the present command structure would create additional problems of administrative and logistical support. Further, it would place the commandant in a position of being responsible to an additional commander, thus increasing his problems of coordination and control.

27. "Center" concepts. - Many schools, particularly the larger combat arms and technical service schools, are currently integrated into the Army's concept of a "center" of activity (e. g., US Army Infantry Center, Fort Benning, Georgia) in accord with the branch structure of the Army. Removal of the schools from this organizational structure would isolate them from commanders with the primary interest in their activities, and would cut across present lines of responsibility and authority. Further, it would tend to isolate the branch and specialist schools from the source of much of their branch and specialist development.

28. Conclusion, administrative and logistic support. - From the above analysis the Board concludes that the present administrative and logistic support system for the diverse elements of the Army school system is an acceptable compromise of a complex organizational structure of the Army in the continental United States. Within the existing CONUS structure, the present administrative and logistic support procedures pertaining to the Army service schools and colleges should not be changed.

ORGANIZATION PRESENT ARMY SCHOOL SYSTEM

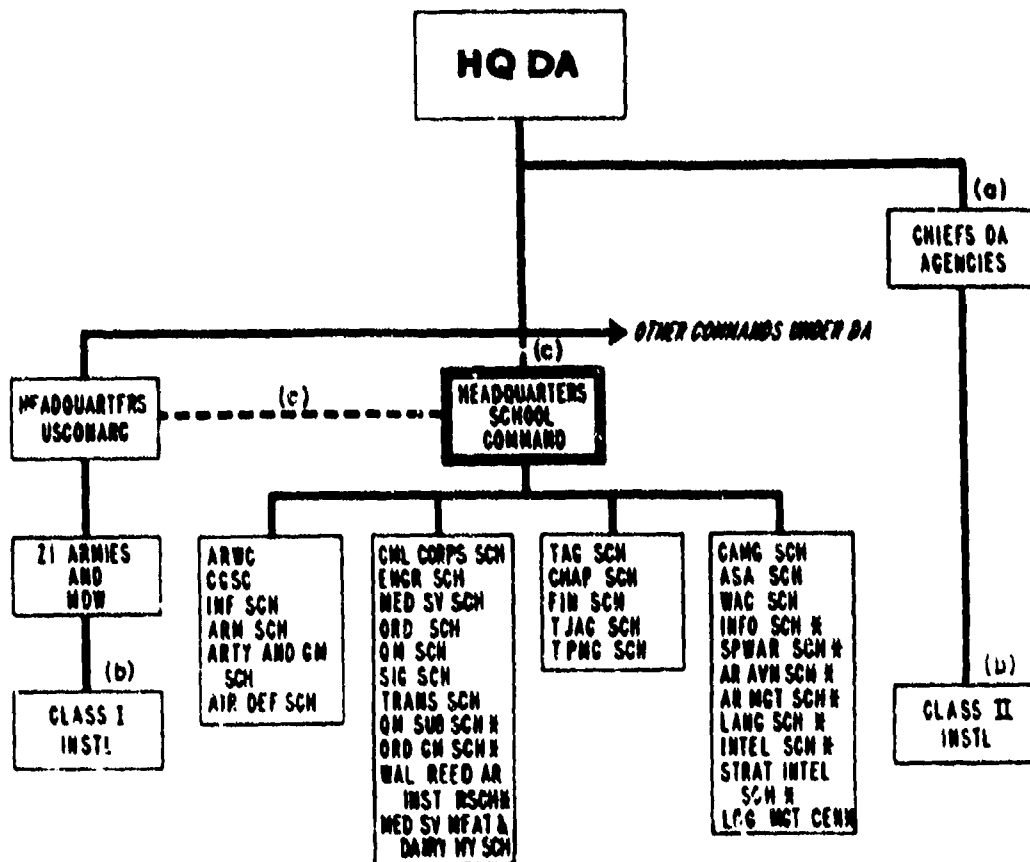


HQ USCONARC
MONITORSHIP AND FUNCTIONS
FOR ARMY SCHOOLS



APPENDIX C TO ANNEX 6

ORGANIZATION SEPARATE ARMY SCHOOL COMMAND



- # SPECIALIST SCHOOL
- (a) COMMAND AUTHORITY
- (b) PROVIDE INSTALLATION SUPPORT
IN ACCORDANCE WITH AR 10-50
- (c) SEPARATE COMMAND UNDER
EITHER DA OR USCOMARC

ANNEX 7
REQUIREMENTS AND QUOTAS

ANNEX 7

REQUIREMENTS AND QUOTAS

SECTION I

GENERAL

i. Terms of reference.

a. One of the fundamental areas of Board interest was defined by subparagraph 2a of the basic terms of reference: "Determine the adequacy of the present system for education and training of Army officers to include . . . The requirements for service school and service college graduates by school levels and the capability of the present school system to produce these graduates."

b. This area was further delineated by the instruction that the Board give particular attention to "appropriate quotas, by percentages, to the US Army Command and General Staff College and the Armed Forces Staff Colleges for the combat arms, technical services, and administrative services."

SECTION II

DISCUSSION OF REQUIREMENTS

2. Theoretically, the numerical requirement for graduates at various school levels should be based upon a continuing Army-wide survey of officer positions. This survey would apply strict criteria and would develop a precise statement of the number of graduates required to support any given Army force structure. After adjustment by appropriate factors for strength and structure of the active Army, mobilization, attrition, pipeline losses, and predictable future demands, this number would become a requirement for the school system. The system would attain this objective by appropriate adjustment in student load. As graduates are produced in necessary numbers, they would be assigned to positions using the acquired skills. In theory, a continuous balance would exist among the force structure, the numerical requirement, the product of the school system, and personnel assignments.

3. In practice, this theoretical system is infeasible, and is undesirable in some respects. Experience with personnel surveys of this nature indicates that substantial variations occur in interpretation of survey criteria by different commands. When a command or headquarters states that a particular position requires a USACGSC or senior college graduate, it frequently is difficult to isolate just what skills acquired at USACGSC or the senior colleges are required for a particular job. Actually the command or headquarters is stating, "This position merits a 'quality' officer whose background, experience, and manner of performance is good enough to send him through Leavenworth;" they are not saying, "This position merits an officer trained as a commander and staff officer in division, corps, field army, and theater army logistical command operations." Further, the administrative burden imposed by an Army-wide survey of this type is tremendous; the validity and utility of the returns do not appear to justify this administrative effort on a continuing basis. In the personnel management field, many factors in addition to the needs of the Army must determine an officer's post-graduation assignment. Finally, and most important, the output of the school system should be designed for the "long haul". It is the Board's judgement that the system should not be expected to adjust to the fluctuations in the size of the "cold war" Army. The objective should be the creation of a corps of highly professional officers in sufficient numbers to meet long term demands for top leadership; this objective can not be attained if the output of the school system fluctuates widely with rapid changes in the force structure.

4. For these reasons any numerical requirement derived from a position survey should be used as a broad guideline only; its limitations and inherent inaccuracies must be recognized. Nevertheless, position surveys do have a distinct value in establishing a planning base. Such surveys should be made only when, in the opinion of responsible staff agencies, existing figures on requirements are rendered invalid by drastic changes in force structure or operational commitments of the Army.

5. Aside from survey computations, two other factors have decisive impact on the determination of sound requirements. These are the capacities of the schools and the capability of personnel resources to support student and faculty loads. Practically speaking, these two factors establish a ceiling on the output of the Army school system. Any requirement must have exceptional backing to cause major upward

revisions in capacities and in personnel support. This statement acknowledges the fundamental fact that any determination of requirements must represent a compromise of the ideal and the feasible.

6. One further, overriding factor has a controlling influence on each of the three determinants of requirements discussed above. This is the Army policy on the relative priority of the school system in the overall allocation of personnel and financial resources. The application of this policy will affect, both directly and indirectly, the judgment factor applied to the schooling "required" to fill a position; the practicality of expanding or contracting a school facility; and the feasibility of personnel support for student and faculty load. The Board reiterates that the Army school system should be afforded a priority of men, money, and facilities second only to the operational units of the Army.

7. In determining requirements for the schools indicated below, this Board used the best available figures obtained from the Department of the Army staff, as a planning base; correlated this base with existing and projected school capacities; and recognized the austerity of personnel support which will probably govern Army operations during the foreseeable future. The Board balanced these factors in its own analysis of policy and operational aspects and arrived at the figures indicated for each school level below.

SECTION III

REQUIREMENTS AT VARIOUS LEVELS

8. Branch schooling. - The Board believes that any officer whom the Army desires to retain for at least 20 years' service will be assigned to positions for which thorough branch training is necessary. Without this schooling a career officer lacks the professional training which is essential to his effective utilization and further development. Hence essentially all career officers, without regard to component, should receive branch training in their career course(s). Exceptions should be made only in individual cases involving officers whose manner of performance indicates likelihood of early release; or in special cases as they arise. At the present time, school capacities and personnel support capabilities generally permit all eligible career officers to attend their branch courses.

9. US Army Command and General Staff College.

a. The best available numerical figure indicates a peacetime requirement for USACGSC graduates of 10,242 (this figure was obtained from studies furnished the Board by the Department of the Army). Present total stockage of officers on active duty who have received USACGSC training or constructive credit therefor is approximately 9,000, which is approximately 1,300 short of the stated requirement. However, effective use of the forthcoming increase in USACGSC capacity which becomes available in FY 59 should permit attainment of this peacetime objective of 10,242 in FY 62.

b. Aside from this numerical analysis, the consideration of requirements for USACGSC graduates is a complex and difficult problem. From the viewpoint of the individual Army officer, USACGSC occupies a key position in the school system because selection for USACGSC constitutes a recognition of individual potential and is a prerequisite for many desirable assignments, including attendance at AFSC and the senior colleges. From the Army's viewpoint, it may be desirable that all career officers attend USACGSC since such training would better equip all graduates to meet the increased responsibilities of the next decade. The impact of technological advances, the rapid changes in organizational and operational concepts, the increase in Army commitments world-wide for joint and combined staff and operational duty, and the desirability of creating a broad base of USACGSC-trained career officers, all create pressures to increase the attendance at USACGSC. Balancing these considerations are the factors of school capacity, personnel support capability, and the desire to insure that graduation from USACGSC continue to be a mark of distinction. In this regard, the Board notes that competition among officers is an accepted and desirable fact of life in the Army. As an officer increases in rank and schooling he must compete with a progressively more capable group; failure to be selected is an inevitable result for some. This competitive policy should apply to selection for USACGSC and the senior colleges. "Universal" education is undesirable at this level.

c. Under present personnel and budgetary conditions there is little likelihood of any substantial increase in personnel support for USACGSC; and there is similarly little chance for an increase in the one-time student capacity of 1,150 for command and general staff courses. The issue then becomes one of establishing a requirement which can best balance the quantity-quality problem within these limitations.

(1) Insofar as the numerical "requirement" is concerned, this objective can be fulfilled by establishing a single regular course of one academic year's duration, with an annual attendance of approximately 1,150 students. Although this figure is mathematically adequate to compensate for anticipated attrition, this would not increase the stockage of professionally trained officers; it would not give USACGSC training to many capable Regular Army officers; it would provide USACGSC training for only a limited number of career reservists; and it would not provide the flexibility inherent in a combination of regular and associate courses.

(2) If maximum quantity output were desired, two short courses of approximately 5 months each with an annual total capacity of 2,300 would meet this criterion. However, such an output far exceeds anticipated requirements. It would probably permit the entry of officers with substandard qualifications into USACGSC; it would force dilution of the quality of instruction at USACGSC; and it would result in an overall undesirable degradation of the present high status of USACGSC and its product.

(3) On the other hand, if it were desired to stress quality at USACGSC, this could be achieved by conducting one course of 2 years' duration, with an annual output of approximately 600 students. Such a course should produce graduates of extraordinary competence; but it would fail to meet the stated minimum numerical requirement. It would remove student officers of exceptional talent from Army utilization for an undesirably long period of 2 years; would fail to capitalize on the pool of officers who can accept and who merit USACGSC training; and would deny the flexibility attained through the conduct of regular and associate courses.

(4) Finally, USACGSC could conduct 1 regular course and 2 associate courses annually, balanced to attain the desired quality-quantity stature of the Army. This concept provides the regular course as the basis for training the group of officers which will furnish the top leadership of the future. The associate course would provide a number of graduates who are qualified for service at the division and higher levels and also provide flexibility of personnel management to meet changing conditions. The associate course permits variations in the ratio of Regular Army and career reservists to suit particular conditions and requirements, it trains a varying number of "active duty for training"

officers who may be available at any given time, it provides a way to make personnel adjustments in selection and assignment for special cases, it accommodates selected Regular Army officers who are unable to attend the regular course, and it provides a high measure of motivation to career Reserve officers. The Board accepts the present concept of the abridged regular course as the associate course for USACGSC (annex 10, below). In summary, the concept of conducting 1 regular and 2 associate courses annually presents the most feasible peacetime program in that it provides graduates in sufficient numbers to exceed the numerical requirement by a modest amount, it provides a proper quality-quantity ratio, and it gives the high degree of personnel flexibility inherent in the associate course.

d. As a policy, the Board feels that the regular course should be maintained at a high level of attendance consistent with the degree of flexibility necessary for the associate course. The emphasis should be placed on the quality product as a long-term goal.

e. In view of the present personnel situation, it is the Board's opinion that the regular course should have a quota of approximately 750 students annually; that each of two associate courses should have a quota of approximately 400 students annually, and that the total annual output of USACGSC graduates should approximate 1,550 students. It is emphasized that these quotas are approximate and are related to existing conditions. If personnel conditions permit, the trend should be toward enlarging the quota for the regular course.

f. The Board considers that, as a policy, not less than 65 percent of eligible Regular Army officers should attend USACGSC. This figure is attainable under the quota of 1,550 outlined above, and permits the training of a substantial number of reserve component officers.

10. Armed Forces Staff College.

a. The best available numerical figure on requirements for AFSC graduates is 1,066 (this figure was obtained from studies furnished to the Board by the Department of the Army). The present stockage of AFSC graduates who have not attended senior colleges is approximately 1,000. It appears that the annual output of 126 Army graduates will barely satisfy the numerical requirement; however, the output does not provide for any increase in stockage nor does it permit the preparation of increasing numbers of Army officers for their probable assumption of duties on joint, unified, and combined staffs.

b. The Board was particularly aware of the trend toward strengthening the joint approach throughout the United States military establishment, and recognized the high position which the AFSC has attained as a college designed for this purpose. The Board's survey produced strong evidence of Army-wide support and approval for the AFSC; and the significant return to the Army for a relatively modest personnel and financial commitment is evident. As an overall concept, the Board believes the Army should move strongly as an exponent of the joint approach in education and the AFSC is an appropriate field for such an effort.

c. These factors led the Board to the conclusion that the Army should initiate action to obtain a substantial increase in the annual quota to AFSC. It is admittedly difficult to determine the size of this increase; for an arithmetical approach cannot accurately reflect the Board's view of the increased importance of education for joint duty. In light of the present modest annual quota of 126, the Board is of the opinion that an increase of approximately 100 percent should be established as an Army objective.

11. Senior service colleges. - A requirement figure of 1,558 senior college graduates was approved by the Vice Chief of Staff, 14 July 1955, as a planning base. Present stockage of senior college graduates on active duty is now approximately 2,000. It is anticipated that this stockage will stabilize at approximately 2,500 during FY 63. From these figures, it is apparent that the stockage is adequate to meet peacetime requirements.

12. It is believed that a numerical requirement has less significance concerning the senior college level than any other level in the school system. At the senior colleges, we are educating outstanding officers for assumption of high-level duties. Our aim should be to educate as many officers as possess the necessary potential to capitalize upon such education with due regard to the factors of plant capacity and personnel support. Although a small reduction in the annual output could be made without reducing the stockage of senior college graduates below the numerical requirement, such a course of action is not recommended. The present annual output of 278 graduates establishes an appropriate balance between the numerical requirement, the school capacity, the personnel support capability, and projected demands. A substantial increase in this output is not advisable because it might

downgrade the existing quality of students and would exceed present plant capacity and personnel support. At the present time the quality level of students is considered correct, but no significant decrease is desirable. For these reasons, the Board affirms the existing allocation of approximately 278 spaces annually for senior colleges.

SECTION IV

QUOTAS

13. The branch quota of officers to attend a service college is a most significant figure because it tends to determine the number of officers of any given branch who, through schooling, will be made eligible for high command and staff positions. Several policies which might govern the determination of branch quotas are outlined and briefly discussed below.

14. A possible policy is to allocate quotas for attendance at the service colleges in proportion to branch strength. This policy fails to recognize the differences in educational requirements imposed by the basic organization of the Army into combat branches and technical and administrative services. It assumes that the missions and functions of each branch are comparably and proportionately reflected by the program of instruction at the service colleges, and that each branch will provide a proportional number of officers to positions normally occupied by graduates of the service colleges. These assumptions appear to be unsound. The requirement for graduates of service colleges is not proportional to the strength of the arms and services. Rather the branch or service missions and the use made by the branch or service of the education or skills imparted at the colleges in the performance of these missions, should strongly influence requirements.

15. A second policy governing the determination of quotas is that quotas should be allocated in proportion to the number of branch immaterial command and staff assignments filled by the respective branches. If applied, this would result in over 75 percent of the spaces at senior colleges going to the combat arms, with the remainder to the technical and administrative services. Although probably justifiable on the basis of utilization of graduates, such a concept ignores that Army-wide benefits resulting from substantial attendance by technical and administrative

service officers. The important specialized knowledge, experience, and skills of the technical and administrative service student contribute greatly to the balance of education of students from all branches. Both combat arms and technical and administrative service students obtain marked benefits from associating and studying together. Further, substantial attendance by technical and administrative service officers insures the essential integration of operational and logistical instruction at the general staff and combined arms and services level, and provides a desirable number of general staff-trained technical and administrative service officers.

16. The Board is of the opinion that no single policy should govern the allocation of branch quotas. The allocation to each branch should consider branch material requirements, branch immaterial requirements, the desirability of substantial technical and administrative service representation, and the missions of the branch or service in relation to the course of instruction concerned. Using these broad criteria, the Board recommends the following quotas as guidelines for the indicated schools:

a. At USACGSC, approximately 65 percent of the annual quota to the combat arms, approximately 35 percent to the technical and administrative services.

b. For the senior colleges, excluding ICAF, 70 percent of the annual quota to the combat arms, 30 percent to the technical and administrative services.

c. For ICAF only, approximately 20 percent of the annual capacity to the combat arms, approximately 80 percent to the technical and administrative services.

NOTE: The net effect of recommendations b and c is that, approximately 65 percent of the annual quota for all senior colleges will be allocated to the combat arms, approximately 35 percent to the technical and administrative services.

d. For AFSC, approximately 65 percent of the annual quota to the combat arms, approximately 35 percent to the technical and administrative services.

SECTION V

SELECTION PROCEDURES

17. The Board considered it appropriate to comment upon the existing methods of selection for students to attend the senior colleges and to indicate its support of the present system. For the US Army Command and General Staff College, the Officer Assignment Division of each arm and service selects students within the allocated arm or service quota. Although it might seem desirable to establish a board at Department of the Army level to select USACGSC students from an Army-wide list, certain factors would have a decisive influence on a successful board action for USACGSC selection. These factors are the large volume of cases which must be considered on an Army-wide basis; the fact that, due to relatively brief lengths of service and large numbers of officers with essentially identical records, a board would have less chance of accurate discrimination between individuals than would the Officer Assignment Divisions of the respective branches; the undesirable impact of taking branch Officer Assignment Divisions out of personnel management at a critical point in an officer's career; and the belief that the general level of quality within any given branch is roughly proportional to that of any other branch when considering sizable groups of officers. Hence, it is believed that selection of USACGSC students by a Department of the Army board would impose excessive administrative burdens and would result in no improvement over the high quality student presently selected by the decentralized process.

18. On the other hand, this Board prefers the existing system for selection of senior service school students by a Department of the Army selection board. In this case, the selection board is dealing with a relatively small number of individual cases, and the records are in sufficient detail to permit adequate discrimination between individuals. In this highly discriminate type of selection there may be variations in branch quality from year to year. It is fundamentally desirable that these selections be the result of an Army-wide viewpoint instead of branch perspective.

SECTION VI

REQUIREMENT FOR LINGUISTIC SKILLS

19. The Board has determined that the Department of the Army has in the past been unable to establish firm and reasonable requirements for linguistic skills. This inability results in large fluctuations in annual student loads for specific languages and imposes unnecessary stress upon the US Army Language School. Analysis of the annual input to the US Army Language School for fiscal years 1950 through 1959 reveals an average annual variation of approximately 50 percent for each language taught. Although a system has been established whereby using agencies report semiannually their requirements for linguists, these requirements are not subjected to a review and analysis which is sufficiently searching to eliminate inconsistencies and to prevent the sizable fluctuations which now occur.

20. The Board, therefore, considers that the principal administrative improvement which could be made in language training is the development of a language and area training program designed to meet requirements generated by anticipated troop deployments; established and anticipated attaché, mission, and Military Assistance Advisory Groups commitments; planned security and intelligence employments, organizational specifications for linguists, and language training needs based on intelligence studies related to war plans. This program should be the responsibility of a single agency at the Department of the Army; a principal planning objective should be the establishment of stable requirements for language training.

ANNEX 8

TRAINING OF NEWLY COMMISSIONED OFFICERS

ANNEX 8

TRAINING OF NEWLY COMMISSIONED OFFICERS

SECTION I

INITIAL ASSIGNMENT

1. Introduction. - In examining the training of newly commissioned officers, the Board first analyzed the problem of initial assignment with respect to the alternatives of immediate troop duty or attendance at a branch service school. The Board's evaluation included the different categories of officers, i. e., Regular Army, 2-year obligated tour, and 6 months active duty for training officers; and the source of commission, i. e., United States Military Academy (USMA), Reserve Officers Training Corps (ROTC), and Officer Candidate School (OCS). The OCS graduate, except for a small percentage transferring to the Armor branch or to a technical or administrative service, is qualified for assignment to duty with troops immediately upon being commissioned by virtue of his formal course of instruction at OCS. Consequently the Board considered this problem primarily from the standpoint of the USMA and ROTC graduates.

2. Initial assignment, troops, or school.

a. The Board believes that the newly commissioned officer can better recognize his responsibilities by initially assigning him to troop duty. After four or more years of continuous academic work, he is not motivated to apply himself as a student in a service school. Furthermore, he has no practical experience to which he can relate instruction, and the time and effort spent on formal branch schooling prior to troop duty may not be fully effective. After a tour of duty with troops, the young officer can appreciate his need for formal school instruction, and, through his better perspective he will realize maximum benefit therefrom.

b. At the same time, it is recognized that the requirement to maintain units in a state of combat readiness together with current operational commitments tends to dictate that newly commissioned officers be prepared to assume the duties and responsibilities of a junior

leader immediately upon assignment. Although the USMA graduate, the OCS graduate, and the branch material ROTC graduate are reasonably well prepared for immediate troop duty, the majority of ROTC graduates, having had only a general military science program are not well prepared.

3. Conclusion. - The Board concludes that immediate assignment to duty with troops is preferable, both from the standpoint of the officer and the service, and that the long-term objective of the precommission training program should be the production of officers who are prepared for immediate and effective assumption of troop duty. However, this objective is not being attained at present; newly commissioned officers are not generally prepared for immediate assumption of command in a combat-ready Army. Under these circumstances the Board believes it essential that the newly commissioned officer attend a branch orientation course prior to joining a troop unit.

SECTION II

SCOPE AND DURATION OF COURSE

4. Brevity. - Having decided that some formal schooling prior to troop duty is necessary, the Board then considered the question of scope and duration of the course. All pertinent factors favor as brief an orientation course as feasible. The Board is of the opinion that this course should be of minimum length, designed to provide the officer with the knowledge essential to his first assignment. Since the new officer is not usually motivated at this point toward further schooling, and because he lacks practical experience to which he can relate instruction, time and effort expended in a long course would be largely wasted.

5. Precommission training.

a. Precommission applicatory training of newly commissioned officers varies greatly dependent upon the source of commission. USMA graduates have received approximately 1,800 hours of military instruction in 4 summer training periods and 4 winter courses of instruction conducted during the academic years. ROTC graduates have received approximately 750 hours of military instruction in 1 summer training camp and 4 winter courses of instruction during the academic years.

b. Branch material vs branch immaterial. - The training programs of the colleges which conduct general military science instruction cover military fundamentals common to all branches of the Army. These programs are designed to provide a basic military education; whereas the training programs of colleges which conduct branch material instruction familiarize the student with the organization, functions, and operations of one specific branch of the Army in addition to coverage of general military subjects. By virtue of this branch orientation of his applicatory training, the branch material ROTC graduate is better prepared for immediate assignment to troop duty than the general military science graduate.

c. Desirability, branch material ROTC. - During its investigation of the training of newly commissioned officers, the Board was impressed by the generally held opinion that the early assignment to troop duty would be more feasible if all schools participating in the ROTC program followed branch material curricula. The Board concluded that the subject of ROTC training warrants further Department of the Army study, with a view toward establishment of branch material curricula in the ROTC program. (annex 19)

6. Present basic course. - At the present time most of the branch schools conduct one basic course of instruction for newly commissioned officers without regard to the amount and nature of precommission training. Courses vary considerably in length and scope of instruction. This instruction usually seeks the level required by those officers who are least prepared through their precommission training. This inevitably results in the branch material ROTC and the USMA graduate, particularly the latter, being forced to participate in a considerable amount of instruction on subjects which were covered prior to commissioning. This leads to dissatisfaction and loss of enthusiasm.

7. Conclusions. - The Board concludes that:

a. The initial branch training of newly commissioned officers (orientation course) should be limited to coverage of those subjects essential to the officer's first duty assignment and which were not adequately covered in previous instruction. Unnecessary duplication of instruction should be avoided.

b. This course of instruction should be designed to provide the officer with an understanding of the functions of his branch and familiarize him with the weapons and equipment with which he will be concerned on his first assignment.

c. The course should stress practical work with a minimum of theoretical instruction.

d. The exact scope and length of course should be determined by each branch or service separately considering the particular needs of the branch and the previous training of the officers concerned. As a general guide the Board believes that the branch orientation courses should be approximately 8 weeks in duration.

SECTION III

TREATMENT OF NEWLY COMMISSIONED OFFICERS

8. It is considered that the attitude of each school toward its students plays a definite part in the development of leadership qualities in the new officer. The occasional tours spent at schools are milestones in the officer's career and are experiences remembered vividly through life. A school attitude which indicates that the officer is considered to be in need of detailed control, close disciplinary supervision, and constant guidance in his off-duty hours does not create an atmosphere conducive to the development of leadership. On the other hand, a school attitude which indicates that the officer is accepted as a serious student, a mature individual, and as a potential leader will contribute to the development of the best of his qualities. It is particularly important that the young officer, who has had little or no previous contact with the Active Army, be treated in a manner appropriate to his position when he first attends his branch service school. This does not preclude the establishment and maintenance of high standards of conduct, performance, and discipline. However, it does preclude such practices as "beast barracks," denial of privileges, etc, which tend to destroy prestige and esprit.

SECTION IV

RANGER, AIRBORNE, AND ARMY AVIATION TRAINING

9. Possible decentralization of ranger training.

a. The Board was specifically directed in its terms of reference to consider the feasibility of incorporating ranger training into all branch basic officer courses. The Board approached this problem with the belief that ranger training is an excellent vehicle for instilling leadership qualities and developing self-confidence. It is desirable training for all professional officers. However, with respect to feasibility of incorporating this training into all orientation courses, a fundamental problem is immediately apparent.

b. Alternatives. - Appropriate terrain must be found reasonably near each branch school and the facilities available to the ranger course must be duplicated; or the objectives and standards of ranger training must be compromised. Terrain such as that used in the present ranger course at the US Army Infantry School does not exist in the immediate proximity of all branch schools; comparable terrain and facilities could not be made available at the several branch schools without entailing prohibitive costs. Further, an additional requirement for qualified instructor personnel would be established. The alternative to establishment of separate ranger training courses comparable to the present ranger course is to adapt ranger training to the terrain and facilities reasonably available to the several branch schools. Such an adaptation would degrade the existing high standards of ranger training; it would not create ranger trained officers comparable to those produced by the present course at the US Army Infantry School. In most instances the best that could be hoped for would be a better infantry trained officer. Further, decentralization of this instruction to the several branch schools, without retention of the present ranger course, would risk the loss of this valuable art.

10. Conclusion, ranger training. - Considering all pertinent factors, the Board concluded that ranger training should be continued as a separate course at the US Army Infantry School, and should not be incorporated in any branch career course(s).

11. Ranger, airborne, and aviation courses.

a. The Board also considered the appropriateness of the provisions of AR 621-109, 16 July 1957, as a basis for governing attendance at ranger, airborne, and army aviation training courses. The Board considers that the features of this regulation which make this type of training mandatory for Regular Army officers with a voluntary election of one or more courses are appropriate. These courses, particularly the ranger and airborne courses, are of value to the young officer because they develop leadership qualities, physical and mental stamina, and instill self-confidence. The continued effectiveness of these courses is dependent upon the maintenance of the present high standards of performance, which are attributable in part to the elective feature of the present regulation. If attendance were made mandatory, standards would have to be reduced to accommodate the capabilities of those students least qualified. Offering the newly commissioned Regular Army officer a choice between ranger, airborne, and army aviation training courses, and at the same time restricting attendance at airborne and army aviation training courses to requirements in these fields would be tantamount to making ranger training mandatory for the majority of young officers.

b. There is considerable merit to the contention that army aviation training should not be taken before the first troop duty as are ranger and airborne training. Ranger and airborne training help to prepare the new officer for his first duty with troops. Army aviation training leads to the attainment of a specialty which is not as closely related to the duties of the junior leader with troops, and which can be more effectively used after experience with troops. The Board recognizes that in order to attract some of our best young officers into the aviation field it may be necessary, for the immediate future, to offer this program to new officers immediately upon commissioning. However, the Board believes that, at the earliest practicable date, the provisions of AR 621-109 should be modified to defer attendance at army aviation training courses until after completion of at least 1 year of troop duty.

ANNEX 9

BRANCH SERVICE SCHOOL TRAINING AND EDUCATION

ANNEX 9

BRANCH SERVICE SCHOOL TRAINING AND EDUCATION

SECTION I

BRANCH CAREER COURSES

1. Background. - The Eddy Board, in its review of the officer education system in 1949, recommended that the branch officer school system include a brief orientation course (4 to 12 weeks) to be attended by an officer immediately upon being commissioned, a company officers' course to be attended at 2 to 5 years' service, and an advanced officers' course to be attended at 5 to 12 years' service. Subsequently, this recommended pattern was adopted by the Department of the Army and is still the prescribed pattern for branch service school training. However, over a period of years this pattern has been altered; most of the branch schools have extended their basic (orientation) courses, and several have discontinued their company-level regular course. One of the reasons for these changes was the necessity to establish, during the Korean War, comprehensive basic courses which cover much of the instruction formerly included in company-level courses. The extended length of these basic courses together with the increased requirement for officers in troop units caused several of the branch schools to discontinue their company-level courses. As a result of these changes, two branch school patterns presently exist. Certain branch schools conduct courses at the basic, company, and advanced levels, while others conduct courses only at the basic and advanced levels.

2. Considerations. - The Board noted that the structure of branch schooling must accommodate two separate officer career patterns. First, for those officers who are assigned directly to and who remain with a particular branch of service; and second, for those officers who serve a tour of duty with a combat arm and subsequently revert or transfer to a technical or administrative service. Cognizance was also taken of the Board's conclusions that a short orientation course of approximately 8 weeks should be substituted for the existing basic branch course, and that the scope of branch instruction should include limited coverage of division operations.

3. Levels of branch instruction. - The basic question to be considered is whether, in addition to the initial orientation course, branch schooling should consist of a 2-course pattern including company and advanced levels or one comprehensive course covering both these levels.

a. The principal advantages of the 2-course branch career school pattern are:

(1) It assures a better relationship between formal school instruction and the progressive pattern of the officer's duty assignments, i. e., it enables him to attend a company-level course covering the duties of an officer at the company and battalion level at the time when this specific instruction is required; after he has gained further experience and has a requirement for higher level instruction, he attends an advanced course covering the duties of an officer at the battle group and division staff level.

(2) Because instruction is more closely related to his experiences and because this instruction is applied shortly after school attendance, retention of instruction is increased.

(3) The more frequent attendance at a school course helps to keep the officer abreast of developments in all pertinent fields, and better enables the projection of instruction to the next school level.

b. The principal advantages of one comprehensive branch career course are:

(1) It enables considerable overall reduction of time spent in service schools.

(2) It eliminates duplication of instruction which is inherent in a 2-course pattern.

(3) It permits the branch school to concentrate on this one course and, as a consequence, present better instruction at less cost in school overhead than would be possible with the 2-course pattern.

(4) The longer single course (approximately 1 academic year) will assure stability for the student and his family for a normal school year.

(5) Less time spent in branch career schools, together with the less frequent requirement to attend school, provides a greater opportunity for stabilized troop duty assignments and for attendance at specialist courses, and permits selected officers to receive advanced civil schooling without undue disruption of the normal career schooling pattern.

c. Aside from these factors, it appeared to the Board that there has been an increasing tendency within the Army to overemphasize the importance of formal school instruction and to ignore the importance of practical experience in the development of a competent officer corps. The Board recognized that branch school instruction is essential to the training of officers, but believes that practical experience obtained on branch duty assignments is of comparable importance. The trend toward reliance on the school system to develop the officer should be modified and the contribution which practical experience can make should be recognized and accommodated.

d. Within the frame of reference discussed in a, b, and c above, the Board considered several alternate proposals regarding the appropriate time for an officer to attend his branch schooling. The following appeared to be determining factors:

(1) An officer should have completed at least his first full assignment prior to attending his branch school - after approximately 3 years of service.

(2) An officer should not have progressed far beyond his normal expected promotion to the grade of captain prior to attending his branch school - not later than approximately 8 years of service.

(3) A liberal bracket of time should be authorized for attendance at the branch school to facilitate flexibility of personnel management.

4. Conclusion.

a. The Board concluded that one comprehensive branch career course (exclusive of the brief branch orientation course previously discussed in annex 8), of approximately 1 academic year's duration, to be attended at 3 to 8 years' service, will meet the requirements of all branches and should be adopted.

b. The scope of this course should be designed to prepare the officer to perform duties at company through battle group or comparable level; and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to assure an understanding of operational participation by the respective branch units.

c. Some deviations from this general pattern may be necessary. However, the Board believes that specific branch requirements beyond the capabilities of the comprehensive branch career course can generally be accommodated by short branch specialist courses.

SECTION II

TRAINING OF ARTILLERY OFFICERS

5. a. The Board was specifically directed in its terms of reference to consider the adequacy of the present school system for producing artillery officers who are qualified to perform appropriate duties in the fields of antiaircraft artillery and field artillery to include conventional weapons, atomic weapons, and missiles.

b. Although treated separately by this section of the report, the career training of artillery officers was considered by the Board in the establishment of the branch career school pattern outlined in paragraph 4 above. The Board believes that the pattern of career courses for artillery training should be essentially the same as that recommended for other branches. However, in the training of artillery officers, particular reliance may have to be placed upon short weapons familiarization courses and upon branch specialist courses to meet the technical and professional requirements imposed by integration and by the large number of complex artillery weapons.

c. The problem of training artillery officers involves determination of the level at which instruction in air defense and field artillery tactics and techniques should be integrated. The Board believes that the newly commissioned officer cannot attain and maintain proficiency simultaneously in both these fields. He should become reasonably proficient in one field before he is required to enter the other field or to attend an integrated course of instruction. Integrated instruction at the basic

(orientation) level would require attendance at a relatively long course immediately after commissioning which, as outlined in annex 8, is not desirable. Furthermore, integrated instruction at this level would require the young officer to spend a considerable amount of time learning tactics and techniques he would not use for several years and which may well be outdated by the time they can be used.

6. The Board concludes that:

a. Separate orientation courses should be conducted for each type of artillery (air defense and field). The newly commissioned officer should attend the course for the type artillery unit to which he will be assigned during his initial tour of duty.

b. Integrated air defense and field artillery instruction should be initiated in the comprehensive branch career course.

c. Initial specialization in one type of artillery (air defense or field) and subsequent instruction at the branch career course level in both air defense and field artillery will insure the integration of the two, and will, in conjunction with specialist and weapons qualification courses and appropriate troop assignments, produce artillery officers who are qualified in both fields.

SECTION III

TRAINING OF CERTAIN TECHNICAL AND ADMINISTRATIVE SERVICE OFFICERS

7. The Board believes that some modification of the recommended structure of branch career schooling may be necessary to accommodate those officers transferring or reverting to a technical or administrative service upon completion of a tour of duty with a combat arm. In general these officers should, upon joining the technical or administrative service, attend a brief course designed to familiarize the officer with the organization and functions of his new branch and to prepare him for duties at the platoon and company level. The officer should normally not attend the branch career course until after a tour of duty with his new branch.

SECTION IV

ASSOCIATE COURSES

8. a. As indicated in section III, annex 7, the Board considers that essentially all career officers should attend their branch career course. Consequently, associate courses at the branch school level are required (primarily) for the training of reserve component officers not on active duty. Experience has shown that it is difficult, if not impossible, for reserve component officers not on active duty to leave their civilian pursuits for a period of 3 or 4 months to attend a resident associate course. To alleviate this problem, the Board considers that associate courses at the branch school level should be designed as combination extension and resident courses. There are several possible combinations; one type of course could make minimum use of resident instruction with the bulk of the course being covered by nonresident instruction and culminating in a brief (2- to 4-week) period of resident instruction. Another possible solution would be to organize the course into a series of short resident instruction periods of 2 to 4 weeks' duration to be attended over a 2- or 3-year period. The Board concludes that these courses should require minimum resident instruction and that the exact organization of these courses should be determined by each branch separately based on its specific requirements. However, the guiding principle should be that resident instruction given in these associate courses will be limited to coverage of material that cannot be covered adequately by nonresident instruction.

b. As an interim measure, pending full implementation of the recommendation for a 1-year branch career course and to accommodate exceptional situations, branch schools should be authorized to conduct resident associate courses which parallel the longer regular course and are designed for the training of career officers, when necessary to satisfy specific branch requirements.

SECTION V

COMMON SUBJECTS

9. a. The Board recognizes the necessity for orientation on subjects of common interest to all officers and generally supports the existing program for Common Subjects instruction in the branch schools.

b. The control of the Common Subjects program is exercised by Hq USCONARC. This headquarters prescribes the number of hours and the scope for each Common Subject within the three basic categories of general subjects, tactics, and weapons. Authorization for integration of certain Common Subjects in the regular branch instruction is given to the school commandants. Further, they are authorized twenty-five percent leeway in programing the general subjects.

10. The Board considers that the Common Subjects program has reached such proportions that it is interfering with essential coverage of branch material subjects. School commandants are under constant pressure to balance their programs and still allocate a specified number of hours to Common Subjects. The trend is toward an increase in hours allocated to these Common Subjects; this situation will become more acute when branch training is accomplished by an orientation course and a single career course as recommended by the Board. Further, the precommission training of newly commissioned officers must be evaluated against the type and scope of Common Subjects taught in the initial branch orientation courses. Duplication or overlap of subject material tends to render such instruction distasteful, especially when these officers are eager to learn the basic tools of their respective branch. Additionally, Common Subjects instruction at subsequent branch career courses must be tailored to accommodate the experience gained in the field. In general, the schools require more freedom to select those subjects to be included in the school programs of instruction.

11. The Board concludes that the demands upon the branch schools for formal instruction in Common Subjects should be modified by the elimination of subjects of marginal value; by reduction of hours of coverage to a minimum; by coverage of appropriate subjects in an individual study program, information program, or troop schools; and by giving maximum freedom of action to commandants in the coverage and integration of instruction in Common Subjects.

SECTION VI

SINGLE COMBAT ARMS COURSE

12. The Board noted that present and future trends of organization and tactics indicate increased requirements for employment of combined arms teams at all levels from platoon to battle group. This trend emphasizes the necessity for the branch officer to become more expert in the conduct of combined arms operations at the lower levels. The Board considers that branch service schools must keep pace with this trend to insure that officers are adequately prepared to accept and exploit, in the combined arms field, these developments as they are adopted as tactical doctrine. The eventual requirement upon the school system may be a common or single combat arms course. The Board believes that such a course should be approached by logical and progressive intermediate steps, the first of which is the interchange of infantry officers attending the US Army Armor School and armor officers attending the US Army Infantry School.

SECTION VII

INSTRUCTIONAL METHODOLOGY

13. The Board noted with favor the steps taken by the US Army Command and General Staff College to introduce improved instructional methods designed to further develop the students ability to think imaginatively and to reach a logical solution. It is considered that instructional methods of this nature have application to branch service schools. Branch career courses should be designed and conducted so as to challenge the student officer. This should include increased emphasis on outside student preparation with a corresponding reduction of routine classroom instruction which requires limited participation by the student. Practical work and instruction with troops should be emphasized as a means of preparing the student to reach sound and imaginative solutions to field problems.

ANNEX 10

US ARMY COMMAND AND GENERAL STAFF COLLEGE

ANNEX 10

US ARMY COMMAND AND GENERAL STAFF COLLEGE

SECTION I

CONCEPT OF USACGSC POSITION IN THE SCHOOL SYSTEM

1. The US Army Command and General Staff College (USACGSC) has traditionally occupied a key position within the Army school system and was therefore of particular interest to the Board. As a matter of basic policy, the Board confirms that the USACGSC should remain as the keystone in the education and training of selected officers in the tactical application of the combined arms and services. The proven reputation of "Leavenworth" as the place where ground commanders learn the art of battlefield command should be perpetuated. The USACGSC curriculum should continue to be a rigorous, exacting course where selected officers learn those elements of command and staff that enable the complex and diverse elements of the US Army to be controlled and directed to a single purpose. Attendance at the USACGSC should remain as a fundamental objective in the professional advancement of every career officer. Successful completion of USACGSC must remain a precondition for higher professional schooling. It is within this concept that the Board has reviewed certain problem areas dealing with USACGSC.

SECTION II

CURRENT CURRICULUM

2. Reorientation of curriculum. - The Board noted that the curriculum for 1957-58 at USACGSC represents a major reorientation which was dictated by the reorganization of the Army into the pentagonal structure, the increasing acceptance of the need for preparation for the realities of atomic warfare, the growing necessity for orienting instruction on modern concepts of the Army's missions, and by the impact of new weapons systems and other developments. Concurrently, the College instituted a number of significant changes in curriculum and methodology which reflect progressive concepts of educational philosophy and academic methods. These changes were largely in implementation of recommendations of the USACGSC Educational Survey Commission. In support of the revision of the curriculum, which involved virtually a complete rewrite of all units of instruction, the College has accomplished a major reorganization along functional lines. The Board considers that the reorganization of the College, the revision of the curriculum, and the introduction of changes in instructional techniques have been accomplished rapidly and

effectively, and that the reorganization of the curriculum appears to be in the proper direction.

3. **Education vs training.** - The Board also looked into the curriculum for 1957-58 at USACGSC with respect to the relative emphasis on training in acquisition of skills and on the general educational development of the student officer. It is apparent that the College is keenly aware of the necessity for establishing a balance between the training in techniques, tactics, and procedures which rightfully characterized the short courses during World War II and the marked subsequent trend towards education, with emphasis on principles and their application in solving problems. The Board considers that the 1957-58 course reflects the proper balance between education and training. The Board considers that this balance can be maintained without compromise of the criterion that the course remain reasonably difficult and rigorous to the extent that it presents a real challenge to the student.

4. **Evaluation and rating of student performance.**

a. The Board considered the desirability of continuing the evaluation and rating of student performance at USACGSC through the use of examinations and the establishment of class standings. Each is a challenge to the student and serves as a goal toward which he should work, as well as a standard by which he can measure his own performance.

b. Examinations are important vehicles by which the individual can determine his own deficiencies. They provide an academic means for disclosing the individual's capability for problem solving and decision making. Though the officer selected for attendance at USACGSC is considered to be highly motivated, the anticipation of examinations and class standings causes him to maintain a sustained effort which stimulates development of his full potential.

c. The Board is of the opinion that the evaluation and rating of a student's performance at USACGSC appropriately fosters the spirit of competition which is inherent in an officer's career and should be continued. However, academic ratings in themselves should bear only minor weight in subsequent evaluations of the officer's capability.

SECTION III

PREREQUISITE FOR ATTENDANCE AT USACGSC

5. **Precourse examination.** - It is the opinion of the Board that the officer selected to attend USACGSC should be highly qualified and well prepared professionally at the time of selection. The Board considers

that selection must be based on an officer's entire record. By the time he has satisfied minimum years of service prerequisite, an officer will have had adequate opportunity to demonstrate his ability and his capacity for further schooling and acceptance of increased responsibility. A record established over a period of at least 8 years should require no specific substantiation by an examination. Although the Board perceived no real need for a standard, Army-wide examination program, it recognizes that there may be a logical application of such a program in certain situations. By the nature of their duty assignment, officers of the technical and administrative services often may not be as well prepared to assimilate the instruction, at least in the initial stages of the course, as contemporaries with broader experience in the combat arms. The Board considers that the individual arms and services should continue to use such devices, including examinations, as may be appropriate in selecting officers for attendance at USACGSC and in preparing them for the course.

6. Service requirement.

a. Prerequisites for attendance at the regular course, USACGSC, specify a minimum of 8 years', and not more than 15 years', active commissioned service for both Regular Army officers and reserve component officers on active duty. In order to qualify for attendance at the associate course, a Regular Army officer must have completed a minimum of 15, and not more than 19 years' service. This provides Regular Army officers who have passed the upper limit of the years of service criteria an additional 4 years of eligibility in which to attend the associate course. For the reserve component officer on active duty, however, the criteria is a minimum of 8, and not more than 19 years of service.

b. Graduation from the associate course is accorded the same credit as graduation from the regular course in satisfying prerequisites for attendance at the Armed Forces Staff College and the senior colleges. Since this is the case, it appears inconsistent to employ different years of service criteria for the two courses. Furthermore, the Board feels that Regular Army and career Reserve officers should be given equal opportunities for schooling, to include the USACGSC level, and that the same criteria should apply to both. Due to the many factors which can affect an officer's selection and availability for schooling, and the importance of attending the USACGSC, the years of service prerequisite should cover a broad span of years. This allows officer assignment agencies the necessary latitude and flexibility.

c. The Board concludes, therefore, that the prerequisite for attendance at the regular course and the associate course for both

Regular Army officers and reserve component officers on extended active duty should be a minimum of 8, and not more than 19 years of active commissioned service.

SECTION IV

ASSOCIATE COURSE

7. As indicated in paragraph 9 of annex 7, the Board accepts the current concept for the associate course at the USACGSC level as being an abridged version of the regular course. This concept differs significantly from that recommended by the Board for associate courses at the branch school level.

a. At the USACGSC level, the associate course should be a self-contained resident course of approximately one-half academic year. The scope of instruction should place particular emphasis on combat divisions and logistical commands. Familiarization should be achieved (as opposed to preparation) with the duties of the general staff at corps, field army, theater army logistical command, and theater army replacement and training command.

b. Conduct of an associate course at USACGSC is supported by the following reasons:

(1) It permits a larger number of officers to gain educational experience with the combat division as the basic tactical unit of combined arms and services, and thereby enhances the overall educational level of the career officers of the Army.

(2) It has been accepted by the Army as an effective, sought-after step in the system of officer education.

(3) It permits personnel management flexibility for individual cases and for the education of officers who may not qualify for the regular USACGSC course.

(4) It provides professional motivation for career Reserve officers and for Reserve officers on active duty for training.

SECTION V

ESTABLISHMENT OF AN ADVANCED OPERATIONS COURSE

8. Background. - The Board noted that approximately 16 years may elapse between an officer's graduation from USACGSC and his selection as a general officer. During this long period, the pace of advance in concepts, tactics, techniques, and weapons could outmode the officer's fund of tactical knowledge. As a possible means of bringing senior officers up-to-date, the Board considered a proposal to establish a formal "advanced operations course" at USACGSC of 3-4 months' duration, with an annual quota of approximately 70-100 highly selected officers.

9. Analysis. - The necessity for advanced operational refresher training is supported by the time lapse and pace of advance, as indicated above; by the pressure of daily duties which prevent comprehensive individual study of new developments; and by the fact that resident schooling is the best single medium for instruction in doctrinal and tactical subjects. In opposition to the establishment of a formal course are the facts that it would take highly competent senior officers away from essential duties for an unacceptable period; officers of the breadth and capability concerned should be able to acquire such current knowledge by brief, on-the-job training and individual study in specific areas; and restricted attendance would tend to overemphasize the significance of the course.

10. Conclusions. - This analysis affirmed the necessity for refresher and orientation training for selected senior officers, but indicated that a formal course of the proposed length and restricted attendance was undesirable.

11. Available refresher training. - The Board noted that USACGSC presently conducts a Senior Officers Nuclear Weapons Employment Course, and that most service schools have provisions for the conduct of refresher and orientation programs. These should be continued and should be augmented as changing conditions may dictate.

ANNEX 11

SENIOR COLLEGES

Appendix

Inventory of Army Graduates, Senior Colleges

ANNEX 11

SENIOR COLLEGES

SECTION I.

GENERAL

1. Senior colleges. - For the purpose of its assessment, the Board classified the following institutions as Senior Colleges:

- a. US Army War College (USAWC).
- b. National War College (NWC).
- c. The Industrial College of the Armed Forces (ICAF).
- d. Naval War College (NavWC).
- e. Air War College (AirWC).
- f. The Imperial Defense College (British Commonwealth of Nations).
- g. The Ecole de Guerre (France).
- h. The Canadian National Defence College.

2. Scope. - The principal emphasis in the Board's investigation and assessment of the senior colleges was directed toward the USAWC. The Board considered the joint and other senior colleges insofar as these institutions culminate the professional education pattern for selected Army officers. Also examined were scope and level of educational objectives sought and the academic relation of the USAWC with the joint colleges and other senior colleges.

3. Background. - In its approach to the senior colleges as the final step in the professional education of Army officers, the Board was mindful of the historical frame of reference within which the USAWC, the NWC, the ICAF, and the War Colleges of the US Navy and US Air

Force have been established and developed. The following evolutionary steps in the history of the USAWC and the NWC/ICAF are particularly noteworthy in establishment of the frame of reference for the Board's assessment:

a. The original establishment of the USAWC in 1901 as the nucleus for the development of a strategic study and planning element of a proposed War Department General Staff.

b. The evolution of the USAWC during the period 1901-1940 as an academic institution with shifting emphasis from current strategic planning problems to theory, abstract problems, and development of doctrine.

c. The post-World War I establishment of the Army Industrial College as an Army institution to educate selected Army and Navy officers in wartime industrial mobilization.

d. The suspension of the courses at the USAWC during World War I and World War II.

e. The establishment of the NWC and ICAF as senior joint colleges under the Joint Chiefs of Staff in the immediate postwar period.

f. The temporary delay in the reestablishment of the USAWC as a result of a Gerow Board recommendation to assign its mission to other colleges, with resultant major reduction in the number of Army officers attending a war college.

g. The conversion of the Army Industrial College to the joint ICAF with the resultant reduction in the number of Army officers attending this type of senior college.

h. Decision of the Department of Defense not to implement the full recommendation of the Gerow Board to create a National Security University of five colleges; continuation of the NavWC and establishment of the AirWC.

i. The recommendation of the Eddy Board (1949) that re-established the USAWC (1950).

j. The Department of the Army policy that places the USAWC on a coequal status with the NWC and ICAF in the career pattern for selected Army officers.

k. The procedures used from 1950 through 1955 to select officers to attend the senior colleges and the selection board procedure adopted in 1955.

l. The changes in the scope and emphasis of the USAWC curriculum from an initial orientation on the operations and employment of the larger Army units to the present study of national military power and joint military strategy.

4. Areas examined. - The principal areas examined by the Board in its assessment of the senior colleges were as outlined below and discussed in succeeding sections as indicated:

a. The adequacy of the present and projected inventory of Army officers who have attended a senior college related to the requirement for senior college graduates. An inventory as of September 1956 is shown in the appendix. (This assessment is covered in annex 7, Requirements and Quotas.)

b. The requirement for continuing the USAWC at the apex of the Army school system (section II).

c. The current and projected mission of the USAWC. (section III).

d. Scope and level of emphasis in the USAWC curriculum, with particular attention to (section IV):

(1) Feasibility and desirability of designing the program of instruction at USAWC to prepare officers for specific duty assignments on the Department of the Army staff, Hq USCONARC, other major commands.

(2) Feasibility and desirability of using the USAWC as a projection of the Department of the Army staff.

(3) The impact of trends toward increased unification of the operating forces of the US Armed Forces.

e. Mission of the USAWC with respect to the development of doctrine and inclusion of instruction in the curriculum dealing with the organization and strategic employment of the theater army and army group (section V).

f. The current and projected relationship of the USAWC to the NWC, the ICAF, the NavWC and the AirWC (section VI).

g. Length of the USAWC course and optimum size and composition (Army, Navy, Air Force, and others) of the student body (section VII).

h. Requirement for and desirability of certain administrative actions to enhance the prestige of the USAWC (section VIII).

i. Requirement for and feasibility of nonresident instruction at the USAWC (section IX).

j. Feasibility and desirability of securing graduate degree accreditation for the USAWC course (section X).

SECTION II

USAWC AS THE APEX OF ARMY SCHOOL SYSTEM

5. General. - The Board evaluated the factors that led to the recommendations of the Gerow Board in 1946 and the Eddy Board in 1949 with respect to the USAWC, the NWC, and the ICAF. The Board considered that the reasons which supported the Eddy Board's analysis of the need to reestablish the USAWC remain valid, and that the actions taken on the Eddy Board recommendations with respect to the USAWC have been highly effective. There is no question in the Board's opinion that the USAWC has regained its position of prestige within the Army and among the senior educational institutions of the armed services and other agencies of the US Government, and that it fills the purpose for which it is designed. The stature of the USAWC within the civilian education world was not examined by the Board in detail. However, the

identification and interchange of ideas between the USAWC and recognized civilian graduate schools in the fields of strategy, policy, and international relations is growing.

6. Conclusion. - The Board concluded that the USAWC should be perpetuated as the senior professional institution in the Army service school system.

7. Logistics college. - In connection with the conclusion stated in paragraph 6 above, the Board analyzed the impact of establishing a separate logistics college or course at the USAWC level in the Army school system. Specific consideration of this proposal is outlined in annex 13, Logistics Education and Training. The Board reiterates for emphasis here that it considered the establishment of either:

a. A "College of Logistics" side-by-side with a "College of Operations" under the "Army War University"; or,

b. A separate and coequal "Army Logistics College" as an alternate apex to the Army education system; or,

c. A separation of a portion of the USAWC course into a "Logistics Specialization Phase" and an "Operations Specialization Phase" to be pursued by a divided class - would lead to inevitable cleavage within the officer corps of the Army. Such a result would be inimical to the unity of purpose of the Army as a profession and conducive to incomplete preparation of selected senior officers for the highest command and staff positions.

8. Location and facilities. - The Board examined the long-term adequacy of the facilities at Carlisle Barracks, Pennsylvania, occupied by the USAWC, but did not concern itself with the immediate conditions of the facilities. The Board considered that:

a. The relative physical location of the USAWC at Carlisle Barracks with respect to the seat of the Federal Government in Washington, DC, and to USCONARC at Fort Monroe, Virginia, at the head of the entire Army service school system, is appropriate.

b. The absence of other Army agencies competing with the USAWC for space, funds, personnel at Carlisle Barracks is highly desirable and should be continued.

c. The Army should make an assessment of facilities required to accommodate the USAWC at Carlisle Barracks, compare this long-term requirement against the permanent facilities currently and projected to be available at Carlisle Barracks, and from this comparison develop a phased facilities development program. This development program should enjoy high priority in the long-term Department of the Army construction scheme.

SECTION III

MISSION OF USAWC

9. a. The Board considered that the presently stated mission of USAWC requires revision in light of the military and academic trends outlined in section IV of basic report and developments occurring since the USAWC was reestablished.

b. The Board concluded that the mission of the USAWC should be:

Mission, US Army War College.

(1) To prepare selected Army officers for the highest command and general staff positions in the Army, in joint commands and in combined commands; and for such high-level positions within the Department of Defense and other governmental agencies at the national level as the Army may be called upon to fill.

(2) To develop the tactical and logistical doctrine relating to the organization, employment, and operations of theater army and army group to include joint aspects thereof; and provide curriculum coverage at these levels.

(3) To develop studies relating to optimum strategies, doctrine, organization, and equipment for current and future Army forces.

(4) To develop interservice and interdepartmental understanding and to support academic exchange with selected civilian institutions, with emphasis on Army doctrine and operations.

SECTION IV

SCOPE AND EMPHASIS OF CURRICULUM OF USAWC

10. General. - The Board found two generally opposing concepts concerning the scope and the emphasis of the curriculum at USAWC. One holds that USAWC should be strongly oriented toward Army problems, that it should devote a significant portion of its curriculum to the operations of army group and theater army, that it should train its students for immediate duty on the Department of the Army general staff, and that its concern with national strategy and international affairs should generally be subordinate. The second concept holds that the course should have essentially the same scope as the National War College, but with emphasis on Army problems; i. e., it should be strongly oriented toward problems of national strategy and the Army's role therein, with secondary emphasis on Army operations and preparation for Department of the Army staff duty. The Board considered that the present curriculum of the USAWC follows the latter concept.

a. Considered within the military and scholastic frame of reference outlined in section IV of basic report, the curriculum of the USAWC is designed to elevate the level of thinking of the student officer beyond the strictly military and Army considerations of national military policy and strategy. The Board found this concept sound as long as the role and mission of land power is not subordinated within the strategic framework. The USAWC should lead the minds of its students toward an ability to analyze problems at the highest level. This can be effectively done by looking beyond the Army. At the same time, the USAWC curriculum must recognize and accommodate the fact that the course is primarily for Army officers at about the mid-point in their careers. The loyalties, the assignments, and the future duties of these officers are closely allied to professional ambitions in the Army. For optimum appreciation of the strategic analysis desired to be achieved through the curriculum, the emphasis must be from the Army's point of view.

b. The Board found that the 1957-58 curriculum at the USAWC represents a good balance of these conflicting factors and is acceptable for the present and immediate future.

11. Training of officers for specific duty assignments. - In examining the mission of the USAWC, the Board was mindful of a criticism

that the Army's senior school prepared officers for no specific duty assignment. It was noted that the present USAWC curriculum is not designed to train an officer for duty on the Department of the Army general staff, the joint staff of the JCS, the USCONARC staff, theater and theater Army staffs. The mission of the USAWC is today translated into a curriculum designed to elevate and to project the level of thinking of students to encompass the political, military, economic and psychological intangibles and realities that shape the course of modern history, with emphasis on Army doctrine and operations.

a. The Board held that the basic tenets of its concept of the Army service school system as discussed in annex 5, Objectives, Missions, and Scope of the school system, are involved in the issue of "training for a skill" as opposed to "educating for application of broad knowledge." The Board considered that the development of a curriculum required to train officers in specific skills for many different duties at the senior levels of command and staff would downgrade the USAWC in relation to the other senior colleges, would greatly overcrowd the curriculum, and would probably be infeasible.

b. The Board concluded that it was unsound to include in the USAWC mission and to design the curriculum to develop specific skills for specific high-level duties.

12. USAWC as extension of Department of the Army staff. - The Board examined the proposal to use the USAWC as an extension of the Department of the Army staff for the study and solution of selected problems normally charged to the Army general staff.

a. In analyzing this proposal, the Board considered these pertinent opinions:

(1) The educational process and the solution of current problems are not necessarily compatible.

(2) The separation of responsibility for the implementation of a solution to a major problem from the theoretical solution is usually unsound.

(3) Practical rather than theoretical problems frequently provide a better inspiration to the educational process.

(4) There exists within each class at the USAWC a store of knowledge and experience that, properly directed, can contribute to sound solutions to many major problems.

b. The Board concluded that the time factor, the experience, and the motivation of student officers at the USAWC is such that solutions to selected major problems facing the Army general staff would for the most part be academic. It was further concluded that the USAWC is restricted by the nonavailability of detailed staff information and by the absence of coordinating agencies of the government. The depth of research available to the College is not such, in the Board's opinion, to permit it to function as an essential part of the Department of the Army staff.

c. The Board examined the present procedure used to select problems of Army-wide interest for consideration by the USAWC, and noted that the individual student study is the normal medium for such consideration. The Board concludes that this procedure is satisfactory and reflects an appropriate relationship between the USAWC and the Department of the Army in this regard. As a matter of policy the Board considered that the USAWC should continue the current informal relationship with the Department of the Army staff without official prerogatives or recognition.

13. Trend toward unification. -

a. The following two significant areas in the trend toward increased unification of the operating elements of the US Armed Forces have been examined in assessing the current and projected curriculum of the USAWC:

(1) Strengthening of the size, functions, operating procedures, and prestige of the joint staff supporting the JCS.

(2) Enhancing the real unity of command of the operating forces of the nation, both overseas and in the CONUS.

b. The Board recognized the USAWC curriculum must accommodate this trend. In consideration of the impact of the trend, the Board examined several proposals to alter the scope of the USAWC curriculum to cover a broader understanding of the application of sea power and air power. Recognition was given in the review of these

proposals that the USAWC current curriculum designed to explore the political, military, economic, and psychological intangibles and realities of current history automatically includes joint military operations. It was noted that the Army's procedures for command and staff organization and operations are, in general, fully consistent with and adaptable to unified and combined, high-level command and staff operations.

c. These factors led the Board to the conclusion that an immediate, radical change in the USAWC curriculum in light of the trends toward enhanced unification was not necessary at this time. The Board considered that the administrative actions suggested in paragraph 21 below will assist in gaining increased emphasis on joint strategic policy and joint military operations at the USAWC.

d. The Board qualifies the above conclusion with the caution that an attitude of complacency must not pervade the area of joint education at the USAWC into the next decade. It is suggested that the annual review of the USAWC curriculum should point to an increasing emphasis upon the organization and operation of Naval and Air Force forces at the highest level. The Board reemphasizes its earlier observation that the Army school system, and in particular the USAWC, should educate its students in advance of the occurrence of organizational and operational changes.

SECTION V

DOCTRINAL RESPONSIBILITY

14. The Board noted that the USAWC is currently charged with development of tactical and logistical doctrine, organization, procedures, tactics, and techniques relating to the employment and operations of theater army and army group. This responsibility includes (for the theater army and army group) joint and unilateral Army operations, airborne and amphibious operations, and operations involving logistic support by Army transport aviation. (Reference: Letter, Hq USCONARC to Comdt, USAWC, 24 May 1956, subject: "Responsibilities of the Army War College.")

a. The Board considered that this assignment of doctrinal responsibilities is consistent with the present scope and emphasis

of the USAWC curriculum. When viewed in light of the overall assignment of doctrinal responsibilities to elements of the Army service school system, the USAWC is the correct institution to handle the theater army and army group levels. USAWC should have responsibility for the development of doctrine for theater army and for the high-level operational concepts of its five major subordinate commands.

b. The Board considered that the strategic nature of the "tactical and logistical doctrine, organization, procedures, tactics, and techniques relating to the employment and operations of the theater army and army group" render those matters appropriate for inclusion in the curriculum of USAWC. It was not believed that the degree of emphasis on theater army and army group should be such as to reduce the USAWC curriculum to one of "military mechanics."

SECTION VI

RELATIONSHIP OF SENIOR COLLEGES

15. General. - The Board examined the relationship, both academically and administratively, of the USAWC to the NWC, to the ICAF, and to other senior colleges. In this examination the Board was aware of the current Army educational policy on the coequal status of the USAWC, the NWC, and ICAF. Inquiry was made into the JCS decision: "That a substantial and increasing number of students from each military service [attending NWC and ICAF] should be graduates of a service war college." This JCS recommendation was supported by the following discussion: "Although it is highly desirable that students assigned to the NWC [and ICAF] be graduates of one of the service war colleges, this should not be mandatory. Nevertheless, a substantial and increasing number of students from each of the services should meet this latter criteria." The result of this JCS decision is to place the service war colleges at a level below the NWC and ICAF.

16. Relationship of USAWC to NWC and to ICAF.

a. The present relationship of the USAWC to the NWC and ICAF is therefore a compromise of two conflicting concepts. The Board considers that there is an acceptable relationship between the USAWC and the senior joint colleges at the present time and into the

immediate future. The Board held that the coequal status of the USAWC with respect to the NWC and ICAF should be maintained.

b. The Board can see no valid requirement supporting the policy of selecting annually a few graduates of the USAWC to attend the NWC and ICAF. There is an intentional area of broad overlap in the curriculum of the USAWC with the two other colleges that makes attendance at more than one unnecessary. The Board does not consider it within its purview to recommend, at this time, revision of the recently reaffirmed JCS agreed position. The extremely limited annual input of the NWC and ICAF to meet Army requirements for graduates of the senior colleges and the delayed post-World War II reestablishment of the USAWC has dictated that the Army limit the number of USAWC graduates selected to attend the NWC and ICAF to 4 or 5 each year. If it becomes necessary to increase this number substantially, a reevaluation of the relationship between the institutions may be required.

17. Relationship of USAWC to NavWC and AirWC. - The current relationship of the USAWC to the NavWC and the AirWC appears, in the Board's opinion, to be acceptable. It is suggested that the Army, through the USAWC, should foster an increasingly intimate academic relationship between the three senior service war colleges. The Commandant of the USAWC should be encouraged to pursue an academic interchange of ideas, instructional teams, and instructional material. In the era of enhanced unification of the operating Armed Forces of the nation, the service war colleges should lead in both thought and action toward the development of enhanced understanding and coordination, confidence, and respect among senior officers of the Armed Forces.

18. National Security University. - In consideration of the future relationship of the USAWC, the NWC, ICAF, NavWC, and AirWC, the Board reviewed the proposals of the Gerow Board for the establishment of a joint National Security University of five coordinate colleges: Administrative College, Intelligence College, National War College, Industrial College, and State Department College. The Board analyzed the conditions existing in 1946 and compared them to those existing in 1958. The Board found a noteworthy degree of parallelism in the trends in professional education existing in the two time frames. The Board assessed the actions that have been taken to implement portions of the Gerow Board recommendations concerning the National Security University and related these actions to the developments within the Army,

Navy, and Air Force that detract from the concept of a single senior joint-college system. Analysis was made of a proposal for the re-establishment of a "National Security University System" concept which would place the five existing senior colleges (USAWC, NWC, ICAF, NavWC, and AirWC) within a university responsible to the Secretary of Defense through the JCS for the curriculum and administration of the five colleges. In time, the university through its colleges, would provide a truly joint senior educational experience for selected officers of the US Armed Forces and other governmental agencies directly responsible for national security. The Board considered that this proposal may continue to have merit. However, the Board concluded that the present and immediate future national political and military environment did not make it propitious for the Army to introduce and support this proposal at this time.

SECTION VII

LENGTH OF USAWC COURSE, SIZE, AND COMPOSITION OF THE STUDENT BODY

19. Length of USAWC course.

a. The Board considered the feasibility and desirability of lengthening the USAWC course from 1 to 2 academic years. Alternatively, the possibility of some compromise period between 1 and 2 academic years was explored. The following factors bear importantly on proposals to lengthen the course: (Reduction of the USAWC course to less than 1 academic year was dismissed as unrealistic.)

(1) Valid criticism of the crowded curriculum leading to an absence of depth in the exploration of any one area of study.

(2) Limited number of unscheduled periods available to the student for research and study.

(3) Finite limitations exist in the present curricula due to limited time of the coverage of many subject areas, particularly, higher level intelligence, logistics, personnel management.

(4) Complications incident to moving families other than during the summer vacation period.

(5) The personnel management considerations of utilization of USAWC graduates.

(6) The lessened output and more restricted selection.

(7) The traditional Army pattern of devoting 1 academic year to each advanced professional course.

(8) Evaluation of the optimum learning period for mature students.

b. After weighing these factors the Board concluded that it was feasible but not desirable now or into the next decade to extend the USAWC course from 1 to 2 years or for any alternative period between these two limits.

20. Size of USAWC student body. - The Board examined the optimum size of the annual input to the USAWC. Consideration of the reduction of the size of the class below the present 200 was dismissed as undesirable now or into the next decade. The principal factors favoring the retention of the present limit of about 200 are: size of the existing facilities at Carlisle Barracks, Pennsylvania; approximate limit of 200 on the size group that can be managed efficiently using the educational techniques preferred at the USAWC; and an approximate limit of 200 on the number of people who can, through academic and social contacts, come to know each other well in an academic year. An evaluation of these factors leads the Board to conclude that the present limit of approximately 200 should continue to be the annual input into the USAWC. In reaching this conclusion the Board acknowledged that competition for selection to attend the USAWC would become increasingly keen as individual records from the last major war become less and less a discriminator. Pressure to increase the size of the annual class will probably grow proportionately to the competition. The balance of factors should be carefully and periodically evaluated.

21. Composition of the USAWC student body. - In extension of the conclusion stated in subparagraph 13c above, the Board considered certain administrative recommendations to increase the adequacy and competence of the consideration of the USN and USAF matters at the highest level at the USAWC. The Board concluded that the two following steps should be accomplished as soon as feasible:

a. Increase the quota of USN (including USMC) and USAF officers attending USAWC, on a quid pro quo basis, to insure adequate representation of the other two services in the normal committee/seminar groups preferred at the USAWC.

b. Endeavor to secure, on a quid pro quo basis, the assignment of additional, fully qualified members of the faculty of the USAWC from the USN (including USMC) and USAF, to insure that adequate coverage of Navy and Air Force matters are part of appropriate instruction at the USAWC.

SECTION VIII

ADMINISTRATIVE ACTIONS TO ENHANCE THE PRESTIGE OF THE USAWC

22. Commandant and faculty. - The Board examined several proposals generally in the area of personnel management procedures which would be designed to enhance the academic and professional prestige of the USAWC as the senior institution in the Army officer education system. Of those suggested, the following two are considered to be valid for the purpose and of sufficient merit to warrant detailed evaluation by the responsible Department of the Army staff agency concerned with implementation:

a. Because of both the existing and the recognized potential value of the position of the Commandant, USAWC, as one of the senior prestige and influence assignments in the Army and in the US Armed Forces, the Board considered that this assignment normally should be occupied by an officer in the grade of lieutenant general or general. He should be an officer selected to have a favorable impact upon the student officers coming under his personal supervision; an officer whose example of intellectual competence and experience should provide the student with motivation for attainment of the broad mission of the USAWC. In this connection the Board noted with interest the proposal that it might be appropriate for the outgoing Chief of Staff of the Army, the Vice Chief of Staff of the Army, or the CG, USCONARC, to be assigned as the Commandant, USAWC, as his final duty prior to retirement.

b. The Board considered several proposals to increase the size and to raise the qualifications of the faculty of the USAWC. The following policy statement reflects the Board's conclusion with respect to these proposals: The staff and faculty of the USAWC should be of sufficient size and competence to:

(1) Provide the intellectual challenge and leadership to an increasingly qualified group of student officers.

(2) Provide the maximum rapport and interchange with leading civilian institutions and organizations dealing with national military strategy.

23. Instructional methods. - The Board examined several proposals with respect to the educational techniques or methods of instruction employed at the USAWC. After making the inquiry, the Board concluded that it was inappropriate for the Board to evaluate such proposals. The Board held that, in general, methods of instruction employed at the USAWC should be the prerogative of the Commandant, USAWC. The commandant should be given the utmost latitude in conduct of the approved courses; any reasonable techniques should be permitted providing they support the mission assigned.

SECTION IX

NONRESIDENT INSTRUCTION

24. a. There are no extension courses or other nonresident instruction now offered by the USAWC. The Board considered several proposals dealing with the necessity, the feasibility, and the practicability of establishing one or more nonresident courses at the USAWC. The Board's evaluation indicated that the following factors are the more pertinent of the numerous points bearing on this matter:

(1) Officers, both active and Reserve, who are not eligible and/or are not likely to be selected to attend the resident course at the USAWC would, through nonresident courses, be able to achieve certain of the educational objectives of the USAWC.

(2) Influential industrial and professional leaders outside the military profession interested in military policy and strategy

could be provided with Army concepts of a sound national military policy and military strategy through nonresident courses.

(3) Officers who have attended the resident USAWC courses could by means of selected nonresident publications be kept abreast of the current developments in the broad area of the USAWC curriculum.

(4) Much of the material which is included in the resident course and which would be essential for inclusion in a meaningful nonresident course contains highly classified military information. Administrative procedures for handling this information would be a serious, if not prohibitive, impediment to the conduct of nonresident courses.

(5) The nature of the educational processes developed at the USAWC does not lend itself to abridgment into publications necessary for nonresident instruction. Specifically, the oral interchange of ideas which is an essential part of the educational procedure at the USAWC is obviously not possible in a nonresident course.

(6) The conduct of graduate-level work such as that conducted at USAWC by means of nonresident courses is considered generally unsound and impractical.

b. Based upon an assessment of the above-outlined factors, the Board concluded that the administrative complications and the educational limitations upon nonresident instruction at the USAWC rendered the establishment of such courses undesirable at this time.

SECTION X

GRADUATE DEGREE ACCREDITATION

25. a. During the Board's deliberations a proposal was introduced that the resident course at the USAWC be correlated to a graduate course at a recognized civilian university for the attainment of a master's degree in an appropriate field; e. g., international relations, government affairs. Student officers would be awarded graduate credit points toward a master's degree on successful completion of the course.

This concept was expanded, in one proposal, by the recommendation that the additional resident courses for the completion of a master's degree be conducted at the USAWC by a civilian university faculty during off-duty hours. It was suggested that this program would be available to, on a voluntary basis, those officers who desired to obtain a master's degree concurrent with the pursuit of the USAWC course.

b. The Board has not been able to explore many of the ramifications of this proposal. There appear to be several significant advantages and disadvantages. The Board recognizes two significant factors: the desire on the part of an increasing number of Regular Army officers to attain a graduate degree as a measure of their intellectual development; and the growing recognition of the enhanced professional identification achieved with the attainment of a graduate degree.

c. The Board considered that this basic proposal may have merit, and concluded that the proposal warrants detailed examination by a competent agency at the Department of the Army level.

APPENDIX TO ANNEX 11

INVENTORY OF ARMY GRADUATES, SENIOR COLLEGES

BRANCH	USABC	NWC	ICAF	NWC	ANNWC	ALLIED COLLEGES		
						IMP DEF COL	EC/QUEPPE	CON NATL DEF
INFANTRY	330 (0)	71 (0)	29 (0)	29 (0)	27 (0)	1 (0)	9 (0)	1 (0)
ARTILLERY	234 (0)	46 (0)	16 (1)	21 (0)	24 (0)	1 (0)	1 (0)	3 (0)
ARMOR	84 (1)	19 (0)	7 (0)	14 (0)	18 (0)	2 (0)	1 (0)	2 (0)
TOT COMBAT ARMS	648 (1)	136 (0)	49 (1)	64 (0)	69 (0)	4 (0)	7 (0)	6 (0)
CHEMICAL	12 (0)	2 (0)	16 (1)	11 (0)	21 (0)			
ENGINEER	72 (0)	7 (0)	37 (0)	21 (0)	21 (0)			
MEDICAL (C, VC, MC, NMC)	26 (0)	3 (0)	14 (1)	1 (0)	..			
COMMANDE	36 (0)	1 (0)	29 (0)	4 (0)	21 (0)			
QUARTERMASTER	47 (0)	2 (0)	49 (1)	20 (0)	21 (0)			
TRANSP	37 (0)	3 (0)	43 (1)	7 (0)	24 (0)			
TRANSPORTATION	39 (0)	1 (0)	40 (0)	10 (0)	21 (0)			
TOT TECH SERV	260 (0)	19 (0)	254 (0)	54 (0)	27 (0)	..	..	..
ADM GEN	12 (0)	1 (0)	2 (0)	..	21 (0)			
CHAPLAIN	4 (0)	..	..	..	..
FINANCE	10 (0)	..	2 (1)	..	..	
JG GEN	8 (0)	..	6 (1)	..	..	
MP	11 (0)	1 (0)	3 (0)	1 (0)	..			
WAC	..	..	2 (0)	..	..	
MI	0 (1)	..	0 (1)	..	1 (0)			
ARMY SECURITY	..	..	0 (1)	..	..	
PROFESSORS, USMA	..	2 (0)	..	..	..
TOTAL ATTENDES	962 (1)	155 (0)	314 (2)	118 (0)	99 (0)	4 (0)	7 (0)	6 (0)
TOT COMBAT CREDIT	175 (1)	9 (1)	10 (0)	..	..	
TOT COMBAT INVENTORY	1137 (2)	164 (1)	324 (3)	118 (0)	99 (0)	4 (0)	7 (0)	6 (0)
GRAND TOTAL ALL SENIOR COLLEGES CURRENT INVENTORY						(1,222,150)		
NOTE: (1) SOURCE OF DATA: SAC TACU TAMILAN ON 2067A & ON 2068A, SEPTEMBER 1967 (ACCURACY CONSIDERED SATISFACTORY FOR ORDER OF MAGNITUDE PURPOSES)								
(2) REGULAR ARMY & RESERVE OFFICERS ARE SHOWN REGULAR (RESERVES)								

ANNEX 12

ARMED FORCES STAFF COLLEGE

ANNEX 12

ARMED FORCES STAFF COLLEGE

1. Background.

a. The Armed Forces Staff College (AFSC) occupies a key position in the joint college system. The level of instruction is comparable to that of the US Army Command and General Staff College within the Army system of schools and colleges. The Board considers that attendance at AFSC has developed over the past decade as an important supplement and complement to the career schooling of Army officers. The Board endorses this relationship and considers that it should not be fundamentally altered.

b. It was realized by senior commanders of all services early in World War II that military operations would require joint action. These commanders sensed the necessity for the education and training of officers for the joint commands and staffs required for the future. The Joint Chiefs of Staff in 1943 established the Army and Navy Staff College (ANSCOL) as the first "school for Joint Staffs." Following World War II this college was discontinued and the Armed Forces Staff College was established to conduct instruction in joint operations.

2. Mission of the AFSC. - The mission of the Armed Forces Staff College is "to educate selected officers of the Armed Forces in joint and combined operations, including the organization and planning thereof." The scope of instruction is necessarily complex, and the instruction is therefore aimed at emphasizing principles of joint operations and administration rather than detailed techniques. It is not the intent that the college produce graduates who are skilled in the techniques of all joint staff positions. The stated objectives of the college are:

- a. To promote teamwork among the services.
- b. To prepare officers for the planning and conduct of joint and combined operations.
- c. To prepare officers for duty in the highest echelons of the Armed Forces.
- d. To promote the development of understanding between high echelons of the Armed Forces and those other agencies of government and industry which contribute to national security.

3. Future emphasis.

a. Army policy and personnel procedures have accepted the AFSC as the basic joint staff college preparing Army officers for important joint and combined staff positions. Army participation has been enthusiastic. Knowledge and associations gained by attendance at the Armed Forces Staff College is one of the principal means of achieving the desired coordination and understanding between the officers of the armed services. The Board foresees increased importance of this college in this respect. To accommodate the trends of the next decade the Army must have an increasing number of officers acquainted with joint problems which are of concern to unified commands and staffs at all levels. It therefore appears highly desirable to the Board that the number of Army officers educated at the Armed Forces Staff College be increased significantly. (See Recommendation 12, basic report.)

b. The Army school system must insure that adequate instruction is provided on the Army aspects of joint military operations as referred to in section IV of basic report. Increased attention must be given to perfection of Army techniques, know-how, and skills directly related to Army participation in these joint operations. It is a definite responsibility of the Army school system to provide instruction in the Army's role in joint matters; however, such instruction does not duplicate the curriculum of the Armed Forces Staff College. The objective is that all officers understand Army techniques and operations associated with joint operations to the extent that they are professionally qualified to participate in such operations at all times.

4. Criteria for selection.

a. The Board accepts that the Army requires well qualified officers familiar with joint staff techniques. This indicates that every effort should be made to insure that only highly qualified officers are selected to attend the AFSC. Upon graduation from this college, these officers will be further qualified to represent the Army in command and staff assignments of a joint nature. The Board concluded that the assignment of highly qualified officers to such positions is to the best interests of the nation as well as the Army. Such officers benefit greatly from the understanding of the other armed services and the acquaintances made with the officers of the other services while attending the AFSC.

b. In consideration of this attitude, it is important that Army officers selected for attendance at the AFSC possess a well-rounded knowledge of Army operations and Army staff techniques. It

is essential that he have a knowledge of Army roles, missions, operations, and procedures at division and higher levels. An understanding and appreciation of the roles and missions of the other services is desirable as well as the capability of working effectively with other services. In light of these criteria, the Board concurs in the existing policy requiring credit for the US Army Command and General Staff College as a prerequisite for attendance at the AFSC.

c. The Board examined the zone of eligibility for attendance at AFSC - a minimum of 10 and not more than 21 years of active service - with relation to the zones of eligibility for USACGSC and USAWC. The lower limit of 10 is sound in view of the requirement for credit for USACGSC as a prerequisite for attendance at AFSC and the desirability of an intervening tour of duty. Likewise, the upper limit for AFSC extends beyond the upper limit for USACGSC by 2 years and is 2 years less than the upper limit for USAWC. This broad span of eligibility is considered to be desirable and gives ample opportunity for providing AFSC training to the young outstanding officer as well as for the more senior officer who has demonstrated an aptitude for joint service. The Board concluded that the zone of eligibility (minimum of 10 and not more than 21 years of active service) for attendance at the AFSC is sound and in proper relationship to the Army career schooling pattern.

ANNEX 13

LOGISTIC EDUCATION AND TRAINING

ANNEX 13

LOGISTIC EDUCATION AND TRAINING

SECTION I

GENERAL

1. Impact of technological progress. - Elsewhere in this report, the Board has acknowledged the present and projected increase in the technological complexity of warfare. This growing complexity and the totality of modern war have drawn Army logistics closer to the Nation's economic capability and have emphasized the need for rapid and concurrent advancement in the fields of logistics and operations.

2. Need for logistics emphasis. - Continuing emphasis on the logistic aspects of professional educational development has been reiterated by predecessors of this Board. The need for this emphasis, particularly in the generalist education of Army officers, comes from the self-evident reality that logistics is less glamorous, therefore less interest-inspiring, than military operations. This reality will continue to exist. Therefore, those who control the scope and emphasis of course curricula should not lose sight of the mission of training and educating student officers to understand, to appreciate, and to manage the logistic support essential to the successful operation of land power.

3. Terms of reference. - The Board was directed by its specific terms of reference to determine the requirement for additional logistic school (or schools) in the Army officer education and training system. The terms of reference are a logical consequence of the contention that the present officer education program is deficient in the preparation of officers for duty with the higher echelons of Army logistics.

4. Research of the problem. - The Board obtained a sampling of opinion from the Army, worldwide, on the requirement for an additional logistic school (or schools) through the responses to section IV of the comprehensive questionnaire. This problem was emphasized in the Board's inquiry during visits to schools and colleges in the present system. A particular effort was made to obtain the opinion on this problem of senior staff officers during the Board's briefing and interviews at the Department of the Army and Hq USCONARC levels.

SECTION II

APPROACH TO THE PROBLEM

5. a. The Board approached the basic question of the adequacy of logistic education and training by first determining the areas and levels of Army logistics in which education and training of officers are necessary. This information was then compared to the instruction on logistics being conducted throughout the school system.

b. Three levels of identifiable logistical interests were decided upon. These are:

- (1) The logistic support of the Army in the field.
- (2) The logistics of procurement, production, and delivery to the Army.
- (3) Army-wide logistics pertaining to the continental United States, theaters of operation, and other Department of the Army programs.

SECTION III

LOGISTIC INSTRUCTION REQUIRED

6. Field logistic instruction. - Logistics directly associated with the Army in the field, from the determination of requirements to the actual utilization of personnel and materiel, is inseparable from operations. This area is frequently identified as "consumer logistics." It encompasses the internal supply, maintenance, and transportation activities of tactical units and the field support activities of the technical services. All commanders and staff officers must be educated and trained in field logistics. The progressive pattern of officer schooling, generally graduated on successive levels of command, should include field logistic support as an inseparable part of the study of combat operations. At branch schools of the combat arms, officers must be oriented on the logistical and administrative support operations through the division level. At branch schools of the technical services, officers must receive education and training in the field logistics of tactical units as well as branch support logistics to the highest organizational unit of

branch support responsibility. Similarly, officers of the administrative services require education and training in administrative support functions to the highest level of branch support responsibility. Above the branch level, selected officers must receive education and training in logistics as a part of command and staff instruction. At the US Army Command and General Staff College, the basic institution where the "generalist" concept of officer education actually begins, logistic instruction should lose branch identity. Here, for the first time, logistics as it applies to command and staff of larger composite Army units of all arms and services must be taught in direct relation to operations of the units. Likewise, the US Army War College must analyze field logistics as a part of the command and staff responsibilities applicable to the highest Army organizations. At both the US Army Command and General Staff College and the US Army War College, selected officers of the combat arms, technical services, and administrative services must participate in a common educational experience dealing with the principles of command and staff pertaining to all major elements of the Army.

7. Logistics of procurement, production, and delivery to the Army. - The second identifiable area of logistic instruction pertains to the activities through which the personnel and materiel required to meet stated Army requirements are made available to the field logistical system. This area is frequently termed "producer logistics." Logistics in this sense is the responsibility of the technical services within their respective missions as operating agencies of the Department of the Army. With respect to materiel, it involves the development of sources of supply, the development and production engineering, standardization, procurement, inspections, and delivery to field support elements. It is in connection with this task that the technical services engage in the design and research of materiel and the rendition of technical professional services in support of the entire Army. Branch schools of the respective technical services should provide technical service officer instruction in these branch duties and responsibilities. In addition to branch career courses, specialist courses should be conducted in the functional areas of "producer logistics" by the technical service school. Selected officers of all arms and services attending the senior Army colleges should be provided an orientation on the major organization and procedure used by each technical service to accomplish these logistical responsibilities.

8. Army-wide logistics.

a. In addition to the control and supervision of the two logistic areas cited in paragraph 6 and 7 above, the Department of the

Army is the focal point of control and supervision for logistical responsibilities above and beyond these two areas. Therefore, Army-wide logistics at Department level is composed of three elements: logistics of the Army in the field to theater army level; the technical service mission logistics of procurement, production, and delivery of materiel and services; and the Army-wide logistics above theater army, including logistical aspects of all Army programs. Examples of the latter logistic area are:

- (1) Operation of the Zone of Interior logistical complex.
- (2) Logistical support of theaters of operation.
- (3) Army industrial mobilization, layaway, and resource control.
- (4) Logistical support of other Army and national programs (i. e., logistic support of the Army research and development program, the military assistance program, etc).
- (5) Correlation of logistic planning with Army and national strategy.

b. Staff responsibility at Department of the Army level for the supervision of all Army logistics is vested in the Deputy Chief of Staff for Logistics (DCSLOG). The Office of the DCSLOG has responsibility for the two areas of logistics outlined in paragraphs 6 and 7 above, as well as the Army-wide implementation of all other logistical interests of the Army. The Board notes that the offices of the heads of technical services, as Department of the Army staff agencies under the control and supervision of the DCSLOG, provide supplemental staff support to DCSLOG for the implementation of this overall logistic responsibility. The Board also noted that the logistic officer program, designed to provide experienced, qualified officers to fill designated key logistical positions throughout the Active Army, is controlled by DCSLOG and directly related to the system of Army-wide logistics.

c. Army-wide logistics requires knowledge above the level of the Army in the field and includes industrial mobilization and the economics of Army logistics with respect to Army and national strategy.

This knowledge requirement exists in the education and training of officers for many command and staff positions within the logistic officer program and certain key assignments in the offices of the technical service heads.

9. Logistic specialization. - In addition to the requirements for logistic instruction in Army schools outlined above, there is a requirement for education in specialized professional fields related to Army logistics. Such education includes the technical and administrative courses available at civilian institutions discussed in annex 14 and joint instruction conducted at joint colleges. This education is required for selected officers in the logistic officer program and selected technical service officers.

SECTION IV

ASSESSMENT, LOGISTIC INSTRUCTION CURRENTLY CONDUCTED

10. Branch service schools. - At the branch level of officer education and training, field logistic instruction is directly related to branch mission responsibilities. At the schools of the combat arms, logistics is taught in the regular courses as a part of branch duties and responsibilities up to or (in some cases) through division level. This instruction is presented as Common Subject material and as integrated instruction with branch material subjects. Some specialist courses aimed primarily at user systems maintenance are also offered. At the schools of the technical services, logistic instruction is again related to branch mission responsibilities. At these schools, logistic instruction is offered in the field logistical support mission as well as the activities associated with the procurement, production, and delivery of materiel and services for which the technical service is responsible. The respective field support duties and responsibilities are covered to the highest level of branch responsibility. Career courses at the technical services branch schools utilize some Common Subject logistic instruction but concentrate primarily on the integration of such coverage with branch material subjects. There are numerous specialist courses offered which are aimed at the technical subjects within respective branch mission assignments.

11. US Army Command and General Staff College. - The US Army Command and General Staff College provides integrated logistic instruction commensurate with command and staff responsibilities from the division through the field army level. This is accomplished by identifiable instruction dealing with logistic staff duties and responsibilities,

and logistic instruction on the operations of units from division through field army. The USACGSC curriculum includes separate instruction on the organization and operation of the theater army logistical command. The College faculty organization places instructors responsible for logistic subjects into functional departments organized to cover the three types of combat divisions, larger units and administrative support (where there is a concentration of logistic instructors), staff subjects, and special warfare. The USACGSC is the first school where branch specialization and interests are superseded in order to begin the generalist career education and training. Thus, this College treats logistics directly associated with the Army in the field, and to the depth of general rather than specialized knowledge.

12. US Army War College. - The US Army War College provides logistic instruction pertaining to the field logistics of army group and the theater army. Certain lectures are devoted to the relationship of logistics to strategy. A major block of instruction devoted to "military readiness" is oriented toward the relation of probable strategies to national readiness and includes problems of economic mobilization, materiel resources, materiel requirements, programing, and budgeting for and managing materiel resources.

13. Other army schools and courses. - Some specialist schools and courses provide instruction in field logistics in connection with supply and maintenance functions. Such instruction is provided in relationship to either echelons of branch maintenance or to command duties at installation level. Courses in the financial management area deal with specific aspects of logistics such as inventory control, industrial management systems, stock fund accountability, and disposal. The US Army Logistics Management Center provides instruction on supply management as an element of Army logistics as it applies on an Army-wide basis. This Center also conducts five specialist courses within the overall supply management area; specifically, requirements management, procurement management, storage and distribution management, maintenance management, and property disposal management.

14. The Industrial College of the Armed Forces. - The Board recognizes the importance of The Industrial College of the Armed Forces in the education and training of officers in joint logistical matters. The curriculum of this College is directed toward the national level of industrial and resource mobilization. Instruction on Army logistics is not within its mission. However, military logistic problems at the national level encompass the broader aspects of Army-wide logistics.

15. Advanced civil schooling. - Professional education in technical subjects related to logistics is also a part of the advanced civil schooling program. There is a direct relation between certain industrial management courses in civilian institutions and the requirements for advanced Army-wide logistic specialization training.

SECTION V

ANALYSIS OF ADEQUACY

16. Branch service schools. - The Board finds that at all the branch service schools the coverage of logistics with respect to branch mission responsibilities is adequate. This applies with respect to the logistics directly associated with units in the field and to the backup logistic area associated only with technical service missions. It is especially important that at this level logistic instruction be integrated with branch mission subjects. The Board found that branch service school commandants were alert to the continuing responsibility for insuring that the instruction in logistics is adequate to meet branch requirements.

17. US Army Command and General Staff College. - The instruction in Army logistics as part of the present curriculum at the US Army Command and General Staff College was found to be appropriately and adequately balanced with required instruction in all other areas. Although certain units of instruction at the College can be definitely identified as within the area of logistics, the more significant portion of field logistic instruction is that portion integrated with operational instruction in the application phases of the course. The emphasis is on presentation of well-rounded instruction, which necessarily and properly includes logistic, personnel, and intelligence aspects developed in a combined arms and services frame of reference. Instruction in the organization, operation, and employment of the theater army logistical command as included in the present USACGSC curriculum is considered by the Board to be adequate when considered in light of the experience level of the student officers and the overall balance of the course. The student body of the USACGSC includes representatives from the combat arms, the technical services, and the administrative services. Much desirable cross-education is accomplished by the associations of selected, highly motivated officers of all arms and services seeking to solve common problems.

The mission of the College is to prepare officers for duty as commanders and general staff officers. There is no effort specifically to train the students for any specific assignment within the general staff structure.

18. US Army War College. - In its determination of the adequacy of logistic instruction at the USAWC, the Board adopted the approach that subjects covered at this College must be kept in balance in order to present a well-rounded program. It is apparent that increased coverage of any subject area would be highly desirable. The Board considers that, within the present scope of the USAWC curriculum, emphasis on logistics at the army group and theater army levels is acceptable. Although the USAWC does cover some aspects of strategic logistics, it does not completely cover Army industrial mobilization, the economics of Army logistics with relation to Army and national strategy, and other logistical aspects above theater army level.

19. The Industrial College of the Armed Forces. - A limited number of Army officers do receive more comprehensive instruction in national logistic problems from the joint viewpoint at The Industrial College of the Armed Forces. This course provides a significant segment of the educational requirement, but is not, in the Board's opinion, entirely adequate for the accommodation of the Army-wide logistic educational requirement.

20. Advanced civil schooling courses in technical subjects related to logistics make a contribution to the Army's aggregate capability in management and planning of logistics. This method of providing logistic training could be further exploited. However, it is recognized that civil schooling is a supplemental means of officer education and cannot be substituted for Army instruction.

21. US Army Logistics Management Center. - The Board considers that the various Army-wide logistic management courses presented at the US Army Logistics Management Center are important contributions to the completeness of the Army-wide logistic education program. These courses have been designed to fill a gap in the preparation of officers and selected civilians for the command and control of the vast area of Army-wide logistics. The Board considers that the US Army Logistics Management Center has the potential of accommodating a portion of the shortcoming acknowledge in paragraph 18 above. However, the Board does not mean to imply that an "Army Logistics College" be developed at the US Army Logistics Management Center (paragraph 22 below).

22. The Board considered several ways to provide a greater amount of Army-wide logistic instruction at the senior college level. Primary consideration was given to the recommendation of the DCSLOG to establish an additional senior college with a curriculum devoted largely to Army-wide logistics, and to the possibility of rearranging the US Army War College curriculum to divide, after a period of common instruction, into two major elements of operations and logistics. These plans were considered from the point of view of the requirement for additional logistic instruction above the theater army level. Related factors of additional school capacity, physical plant, and staffing problems were given secondary consideration.

SECTION VI

CONCLUSIONS

23. **Separate Army Logistic College.** - The Board concluded that the establishment of a logistical school, either as a separate college at one or both levels of the present two Army colleges, or as a distinct school within one or both colleges is highly undesirable and should not be authorized. The Army school system strives for a balanced program adapted to supporting the needs of a homogeneous, integrated Army. Current and future trends at the national level in the direction of unification of the Armed Forces stress the need for insuring that we have an integrated Army, rather than one composed of arms and services and separate groups of officers with diverse objectives. More important, from a practical viewpoint, is the trend, which has been well established in Army organizational and operational concepts, which emphasizes the operation of integrated, self-sufficient units on a much more independent basis than has obtained in the past. Further, the nature of future warfare as now envisioned indicates that combat and logistic support units will have many common missions in the atomic theater of operations. The Board feels that these trends must be recognized and that the school system should support them. Establishment of a logistics college would tend to oppose these trends and would emphasize divergent missions and objectives within the Army. It would change the trend from generalization to specialization, wherein the logisticians would be separated from the rest of the Army. This could possibly foster an undesirable situation involving development of logistics concepts separate from Army operational doctrine.

24. Additional logistic education. - The Board concluded that the required additional logistic instruction can and should be incorporated into the existing school system. It is believed this instruction can be made a part of the career generalist education of officers, with specialized instruction remaining a matter for specialist courses. The Board believes that the required additional logistic instruction can be provided by minor modification of the curricula of the US Army War College, the US Army Command and General Staff College, and the US Army Logistics Management Center, to include appropriate segments of this instruction.

ANNEX 14
ADVANCED CIVIL SCHOOLING

Appendix
Civilian Education Level

ANNEX 14

ADVANCED CIVIL SCHOOLING

SECTION I

GENERAL

1. **Program.** - The Army education system for officers in its broad concept includes those programs for the education and training of officers which are accomplished outside of the Army service schools themselves. One principal program that falls into this category is the advanced education and training at civilian institutions, normally designed to attain a graduate level degree. This annex deals only with the program for Army officers to pursue advanced education and training at civilian institutions, i. e., advanced civil schooling. A similar program of civilian education for officers to attain a basic baccalaureate degree is covered in annex 18.

2. **Directive.** - By its terms of reference the Board was directed to determine "the effectiveness of the present program by which officers receive training at civilian institutions to provide professional skill levels necessary for specific assignments and not attainable at Army or other service facilities." The Board noted that this directive limited the Board to the scope of the advanced civil schooling program under current policy, specifically to the "training . . . to qualify the individual to meet anticipated Army requirements in accordance with job descriptions" concept. The Board elected to examine the program beyond this present requirements concept.

3. **Areas of interest.** - The Board developed the following principal areas of interest or controversy in the advanced civil schooling program:

- a. The broad purposes of the program.
- b. Adequacy of the present program in terms of both quality and quantity to meet the challenge of the future.
- c. The Army's existing contract system with civilian institutions compared to a proposed "Army School for Advanced (Graduate) Education."

d. The validity of the current concept of achieving advanced educational objectives to fill specific requirements.

e. The adequacy of currently assigned responsibilities for policy direction and administrative control of the program.

f. Limitations of age or years of service for entry into the program.

g. Validity of the "utilization tour" concept for the assignment of officers who have attained advanced civilian education objectives.

h. Validity of the "ceilings on skills" concept for control of the extent of advanced education pursued.

4. Background. - The present program of advanced civil schooling has been in operation since 1946 (although certain technical services had limited programs in effect as early as 1921). Since 1946, 3,448 officers have completed graduate training. The majority of this graduate training has been in the physical and social sciences, almost equally balanced between the two. A percentage has been devoted to professional training (primarily medical), language and area training, and to other subjects. Approximately 30 percent of the students have been officers from the Armor, Artillery, and Infantry branches and 70 percent from the technical and administrative services. A chart of the current civilian education level of officers in the Active Army is contained in the appendix. In January 1958, there were 567 officers enrolled in civilian colleges and universities under the Army advanced civil schooling program.

SECTION II

PURPOSE OF OFFICER CIVIL SCHOOLING

5. Authority.

a. The present authority for the Army's advanced civil schooling program stems from US Code, Title 10, Section 4301, which states:

"(a) The Secretary of the Army may detail members of the Army as students at such technical, professional, and other civilian

educational institutions, or as students, observers, or investigators at such industrial plants, hospitals, and other places as are best suited to enable them to acquire knowledge or experience in the specialties in which it is considered necessary that they perfect themselves.

"(f) At no time may more than 8 percent of the authorized strength in commissioned officers . . . of the Regular Army, or more than 8 percent of the actual strength in commissioned officers, . . . of the total of reserve components of the Army, be detailed as students under subsection (a)

"(g) Expenses incident to the detail of members under this section shall be paid from any funds appropriated for the Department of the Army."

b. The Board noted that this legal authority was liberal and permissive of latitude of interpretation.

6. Present statement of purpose. - At the present time, advanced civil schooling augments the Army service school system to provide (AR 350-200, 9 Dec 55):

"(1) Adequate training in appropriate fields to produce a group of officers who are capable of recognizing and coping with the political, economic, scientific, and social problems which are related to the military duties which they perform.

"(2) A limited number of officers specialized in scientific fields and capable of working with civilian scientists and directing research and development in military fields.

"(3) A limited number of officers specialized in the fields of personnel management and/or administration and industrial management.

"(4) Essential technical training which is not provided in service schools and which is necessary for the proper performance of assigned duties.

"(5) Essential language and area training which is not conducted in service schools and which is necessary for the proper performance of assigned duties.

"(6) Qualified instructors for United States Military Academy and Army service schools."

7. Concept.

a. The Board noted that there exists in present Army policy (stemming from the implied intent of Congress) a prohibition against advanced education for the purpose of raising the educational level of the individual (last 2 sentences of subparagraph 5a, AR 350-200). In its assessment of the purpose of the program the Board, of necessity, had to confront this prohibition.

b. The Board agreed that the basis of the advanced civil schooling program is to enhance the officer's individual value to the service. The test normally applied to such an enhancement is the existence of a requirement for the skill in which the officer is to be schooled. The ultimate benefits to the service which derive from the officer's intellectual growth by schooling often tend to be ignored under such criteria. Our military school system seeks intellectual development as one of its primary objectives. Our advanced civil schooling program should do no less. The Board, therefore, has directed particular attention to the prohibition on advanced education to raise the education level of selected officers.

8. Proposed statement of purpose.

a. Having accepted this concept, the Board agreed that this stated purpose required revision to accommodate the military and academic trends noted in section IV of basic report. Within this frame of reference, the Board found that the current statement of purpose does not provide adequately for at least two desired educational purposes. These are:

(1) The completion or supplementing of professional knowledge available in the Army and joint service school systems.

(2) The intellectual development of potential leaders capable of coping with the political, economic, scientific, and social problems which are not necessarily related directly to the military duties they may be performing.

b. The Board proposes that the following revised statement of purpose of the advanced civil schooling program be substituted for that currently found in AR 350-200:

(1) To supplement and complement professional education available in the Army service school system.

(2) To provide an expanding nucleus of qualified officers to:

(a) Command, control, coordinate the Army's progressive exploitation of advanced knowledge in the physical and social sciences.

(b) Participate in the scientific research and development programs for military application to insure that sound military factors are considered.

(c) To provide continuous, enlightened liaison between the civilian scientist and the US Army.

(3) To provide qualified instructors for the United States Military Academy.

(4) To prepare officer specialists in geographic, ethnic, and cultural areas of the world where the US Armed Forces foresee a continuing interest.

(5) To develop advanced management and administrative skills beyond those available in the Army service school system.

(c) To raise the general level of education of those selected officers who possess the ability to absorb this knowledge in appropriate fields with the objective of developing potential leaders capable of recognizing and coping with the political, economic, scientific, and social problems which may be related to their future duties.

SECTION III

ADEQUACY OF THE PROGRAM

9. Quality and quantity.

a. In the Board's efforts to determine the adequacy of the advanced civil schooling program to accommodate the challenge of the future, much conflicting opinion was encountered. There appears to be general agreement on but one point that an advanced education program is needed. The collective judgment of these individuals or agencies of the Army having a direct, current interest in the advanced civil schooling program indicates that the present program is inadequate in both quality and quantity. This opinion is supported by an assessment of the rapid changes being made in the technology of warfare. The Board considers that the revised statement of the purposes of the program, designed to accommodate the challenge of the future for advanced knowledge and skill within the Army, will permit the enhancement of the program provided there is an immediate and continuing increase in the quantity and quality of officers participating.

b. The Board found that the magnitude of the desired increase in the program is difficult to measure. At least the following interrelated factors exercise control of the program:

(1) The number of officers with prerequisite undergraduate qualifications to pursue advanced civil schooling.

(2) The number of volunteers for the program. (The Board considered that the Army may reach the point where a segment of the program may have to be filled on an involuntary basis.)

(3) The civilian colleges and universities desire to admit Army students to the institutions.

(4) The potential reservoir of technically trained personnel for the Army's purposes:

(a) In Department of the Army employed civilians.

(b) By expanded recruitment from students receiving subsidized advanced education prior to commissioning.

c. With respect to the quality of officers in the program the Board considered that the criteria for selection in the past has insured, in general, that the best qualified volunteers were provided the advanced educational opportunities. Expansion of the program may demand criteria other than the "best qualified." The Board noted the following suggestions pertinent to enhancement of the quality criteria:

(1) USMA might alter its curriculum to permit those cadets who show an aptitude for advanced study to pursue a separate course better preparing them for postgraduate work.

(2) Contracts might be arranged with civilian institutions to provide intermediate education and training preparatory to entry of an officer into the advanced civil schooling program.

(3) Use of an Army scholarship program (a subsidized ROTC program similar to the Navy Holloway Plan currently proposed by the Ordnance Corps).

SECTION IV

MERITS OF CONTRACT SYSTEM

10. Service institute or civilian colleges.

a. The US Navy and US Air Force accomplish a portion of their advanced technical education within their respective school systems. The USN facility is the US Naval Post-Graduate School (NPGS) at Monterey, California; the USAF facility, the Air Force Institute of Technology (AFIT), a part of the Air University system, at Wright-Patterson Air Force Base, Ohio. The Army does not have a similar advanced technical institution. The Board examined the feasibility, desirability, and requirement for the Army to establish now, or in the next decade, an institution similar to NPGS and AFIT.

b. The Board determined that the following major factors have an impact on this question:

(1) By its contract system with civilian colleges and universities the Army enhances its relationship with the civilian education

system through the close personal contact of selected Army officers with civilian teachers, civilian graduate students, and other academic contacts.

(2) The civilian education system is justly proud of its position in our society. Strong antipathy could be engendered within the academic world if the Army chose to enter the graduate school field as long as the civilian education system can meet the Army's requirements.

(3) The present civilian contract system is meeting the Army's requirements for advanced education with reasonable efficiency and effectiveness.

(4) The establishment of an Army Institute of Advanced studies would:

(a) Permit the Army to adapt scientific training strictly to military needs without regard for "completeness" courses necessary to qualify for a civilian degree.

(b) Permit use of the "Institute" as a research laboratory strictly for military purposes.

(c) Permit centralization of direction and evaluation.

(d) Require a heavy initial expenditure of resources.

(e) Not permit the Army to change the emphasis of the advanced education program with the same ease as under the present contract system.

c. Based on a comparison of these factors, the Board concludes that:

(1) The Army should continue to use the contract system with the best qualified civilian institutions to meet its advanced civil schooling program objectives.

(2) The Army should consider the creation of its own school for advanced studies only if and when the contract system with civilian institutions is unable to accommodate the Army's objective efficiently, effectively, and economically.

SECTION V

VALIDITY REQUIREMENTS CONCEPT

11. Shortcomings.

a. The Board found that many critics of the advanced civil schooling program singled out the shortcomings of the policy of educating officers to fill specifically designated requirements. It is acknowledged to be difficult to isolate valid requirements for any advanced skill or knowledge. It is a matter of individual judgment as to whether the assignment of an officer with a master's degree or higher is mandatory or whether a highly competent officer without a graduate degree can adequately fill the position. A onetime, worldwide report was rendered to Department of the Army in late 1957 on the number of scientifically trained officers "required." The tabulation below reflects the results of this report:

Requirement as of 30 June 1957	Grade	Requirement as of 30 June 1960
132	Colonels	143
381	Lt Colonels	414
430	Majors	511
395	Captains	498
<u>164</u>	<u>Lieutenants</u>	<u>168</u>
1,502	TOTAL	1,734

No statistics were available on the number of officers "required" with all types of advanced education. The Board also found that, in general, 3 or 4 officers per position is a reasonable planning objective to meet requirements for officers with advanced civil schooling. Again, an order of magnitude comparison of scientifically trained officers required against current resources indicates that there are today less than two trained officers per position "requirement."

b. The Board found that there is no realistic alternative to the "requirements" procedure to measure and to control the advanced

civil schooling program. The Board points out that the Army must not lose sight of its fundamental purpose of mobile ground combat, and that the service school system is designed to meet the professional training-education objectives to prepare the Army to execute its fundamental mission. The advanced civil schooling program is an important supplement and complement to this overall system.

12. Conclusion. - From this analysis, the Board concluded that the system of providing advanced civilian education to fulfill requirements:

- a. Remains valid as a broad principle to limit the scope of the program.
- b. Should be designed to accommodate immediate requirements and those foreseen as far into the future as practicable.
- c. Should be liberally interpreted to accommodate all purposes stated in subparagraph 8b above.

SECTION VI

ADMINISTRATION OF THE PROGRAM

13. Present administration and alternative.

a. The Board examined the adequacy of the current policy direction and administrative control of the advanced civil schooling program. In general, the Board found that policy direction resides in the Department of the Army staff (DCSOPS), and administrative control is decentralized to: Deputy Chief of Staff for Personnel; Deputy Chief of Staff for Military Operations; Assistant Chief of Staff, Intelligence; Officer Assignment Division, TAGO, for the combat arms; and to each technical and administrative service and special staff agency participating in the program. TAGO makes all official contacts with civilian institutions on matters of spaces for students (except medical which are handled by The Surgeon General).

b. The Board evaluated the feasibility and desirability of centralized administration and management of the entire advanced civil

schooling program, either by one agency at the Department of the Army or by Hq USCONARC.

14. Conclusion. - The Board concluded that:

a. Policy direction of the program at the Department of the Army level (DCSOPS) is correctly placed.

b. Since the administrative control of the program is closely allied to individual officer personnel assignment, the present decentralization to agencies controlling officer personnel and to certain general and special staff agencies is sound.

SECTION VII

CAREER MANAGEMENT CONSIDERATIONS

15. Age, entry into program.

a. The Board next examined the area of optimum and maximum age, experience or years of service for entry into the advanced civil schooling program. The Board found that at least the following major factors should be considered in judging the appropriate time for an officer to enter the program:

(1) Talent indicators (undergraduate and post-commission) of the individual.

(2) Educational experience factors in the adaptability for advanced education of age, experience, and occupational groups.

(3) Military experience and military schooling criteria desirable for optimum translation of higher education to military application.

(4) Future utilization.

(5) Personal motivation.

(6) Immediate future requirements for skills.

(7) Latitude of policy to fit individual cases.

b. Present policy guidance on age for entry into the program is (AR 350-200):

<u>Level of Schooling</u>	<u>Age Limit</u>
Undergraduate	32
Master's Degree (or equiv)	37
Doctor's Degree (or equiv)	42

16. Conclusion, age.

a. The Board found that the age criterion alone is narrow and restrictive particularly in light of the desirability of augmenting the quality and quantity of officers in the advanced civil schooling program.

b. The Board concludes that a flexible policy without specific age limitations should be adopted for optimum and maximum entry into the advanced civil schooling program, utilizing, in general, the factors listed in a above.

17. Utilization tours.

a. The Board found that an inseparable part of the advanced civil schooling program was the concept of "utilization tours" for control of assignments of officers who have completed objectives of the program. The Board acknowledged that personnel management policies beyond the scope of its purview are involved in the utilization tour concept.

b. The Board recognized the conflict between broad career development and career specialization, particularly for officers of the three combat arms, the Corps of Engineers, and the Signal Corps in the utilization of advanced skills acquired in the program. The Board considers that the policy on controlled assignment should be no more restrictive than is actually required. However, the Board is keenly aware of the purposes of the advanced civil schooling program and recognizes that ability must be utilized in the best interest of national security. Repetitive and/or continuous tours to exploit an officer's special ability should be permitted where necessary without prejudice to the officer's career.

c. From this analysis, the Board suggests that utilization assignments (to include repetitive and continuous tours of duty) should be based on the officer's ability, the needs of the service, career development, and the officer's desires, considered in that order of priority.

18. Limit on level of education.

a. The Board further examined the present policy limitation on the level of training and education acquired through the advanced civil schooling program. In brief, these two sentences prescribe the present limitation: "... Level of training will be limited to the extent necessary to qualify the individual to meet anticipated Army requirements in accordance with job descriptions. Training will not be given for the primary purpose of raising the educational level of the individual." (Subparagraph 5a, AR 350-200.) The Board's judgment of this limitation in the broadest sense is contained in subparagraph 7b above.

b. The Board acknowledges the existence of two significant factors: The desire on the part of an increasing number of Regular Army officers to attain a graduate degree as a measure of educational development, and the growing recognition of the enhanced professional identification achieved with the attainment of a graduate degree. The Board recognized that there is no way to measure intellectual development in terms of specific requirement criteria.

c. The Board considered that the ceiling on skill concept is a restrictive policy in an era of rapid technological growth. A liberal interpretation of the concept to permit advanced education for a potential future, unspecified development of the officer as a technician, as a leader, as an administrator, and as a teacher should be permitted. Specifically, selected officers in the advanced civilian education program should be permitted to:

(1) Pursue graduate courses that lead to the full, unqualified attainment of a master's degree even when the "required" skills do not themselves meet the college or university requirements for a master's degree. Such graduate courses pursued should be within the practical limits of military application.

(2) When adjudged to be outstanding candidates, pursue graduate courses and complete other requirements needed to be awarded a doctorate within a field of practical military application.

SECTION VII

SPECIAL PROBLEM AREA - LEGAL EDUCATION

19. The Judge Advocate General of the Army made a strong recommendation to the Board that the present prohibition imposed by the Congress since 1954 against the use of the civilian schooling programs of the US Armed Forces to obtain a professional legal education be removed. The Board is of the opinion that this proposal has considerable merit. Since it is not within the purview of the Board, no detailed study was made of the matter and no recommendation is made thereon.

APPENDIX TO ANNEX 14

CIVILIAN EDUCATION LEVEL

FIG 1 ALL DEPARTMENT OF THE ARMY COMMISSIONED OFFICERS
(TOTAL - 92,112)

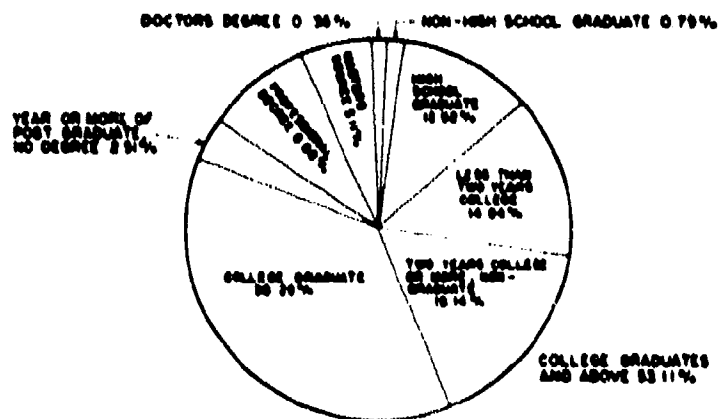


FIG 2 REGULAR ARMY OFFICERS
(TOTAL - 28,487)

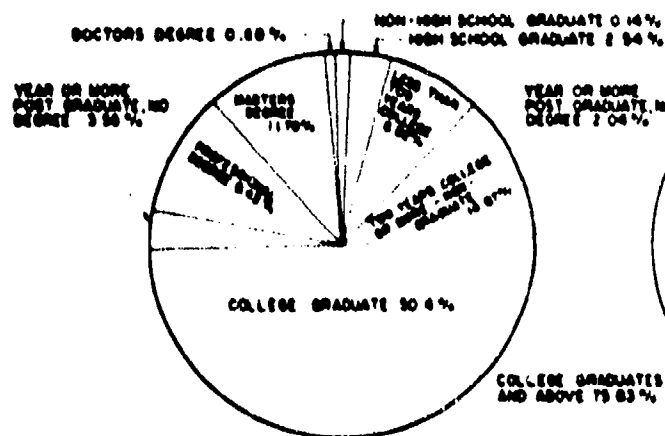
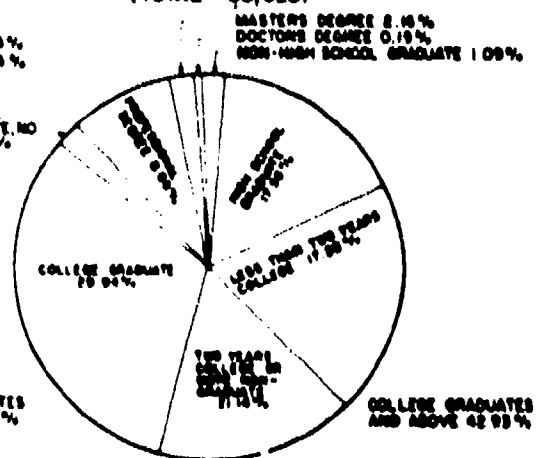


FIG 3 OTHER THAN REGULAR ARMY OFFICERS
(TOTAL - 63,625)



PREPARED BY: MANPOWER CONTROL SECTION, OAER, OAD, TAGO
FEBRUARY 1958, AS OF 25 NOVEMBER 1957

SOURCE: REPORT OY-1048, SAB, TAGO

ANNEX 15

SPECIALIST SCHOOLS

Appendix

List of Specialist Schools

ANNEX 15

SPECIALIST SCHOOLS

1. Essentiality of specialist schools.

a. The Board recognizes the basic validity of the concept of specialist education, i. e., that the Army school system should provide a means of education and training in certain specialized subject areas which generally are not restricted in application to a particular branch or service. The Board considered the essentiality of the 12 specialist schools (appendix to this annex) and endeavored to determine if the instruction presently taught at certain specialist schools might more effectively be covered in other service schools, in troop units, or in civilian schools.

b. The Board found that quantitative requirements, in terms of officer specialists required in each field, have not in all cases been established and maintained. This lack of quantitative (and in some cases qualitative) requirements makes it difficult to assess the adequacy and appropriateness of these schools.

c. A major consideration in this regard is the requirement that the system be responsive to the needs of the Army for the specialized instruction involved. It must provide an adequate number of specialists at the proper time. Another consideration is that certain schools, such as the US Army Aviation School, the US Army Ordnance Guided Missile School, the Walter Reed Army Institute of Research, and the US Army Strategic Intelligence School, are dependent for effective operation upon a specific technical or professional environment or upon costly facilities and equipment.

d. Integration of specialist school instruction in other service schools could be accomplished by two actions: by vesting responsibility for a specialist course in the branch school having the greatest interest in the specialty; or by conducting the instruction at the service schools of all branches having a requirement for the particular specialty.

(1) The first method might have the advantage of reducing expenditures of personnel and money. On the other hand, it runs the

risk of the instruction becoming branch-oriented to the extent that it does not meet the requirements of all branches. In those instances where the specialty has no branch affiliation, such as the language, information, management, and intelligence fields, instruction would become subordinated to the primary mission of the branch to the extent that it would receive inadequate emphasis. An undesirable reduction in the effectiveness of instruction would result.

(2) The second method requires that several of the specialties be taught by several branches. Coverage of this instruction by the branch schools would not provide the necessary degree of highly specialized training and could lead to an absence of uniformity in the skills developed.

e. It does not appear feasible to transfer responsibility for any of the specialized school or course instruction to troop units. Generally, specialist instruction presented in these schools is required by personnel in staff specialist assignments, and none of the subjects taught at these schools is applicable solely at the troop unit level. Additionally, instruction in most of these specialties requires equipment, facilities, and skills normally not found in troop units.

f. No definite determination was made by the Board of the cost or effectiveness involved if civilian schools were used for the development of officer specialist skills. It appears that the difficulty of providing equipment and facilities would be a serious obstacle to the conduct of certain of these courses by a civilian school. Since certain of these specialized fields have no counterpart in the civilian education field, and since the purpose of this training is to teach the specialty concerned from the standpoint of its application to the Army, it is unlikely that any of them could be taught more effectively in a civilian school.

g. The Board also considered the essentiality of establishing additional specialist schools and found no justification for the establishment of additional schools at this time. The Board considers that, as a general guide, long-term, continuing requirements for specialized instruction should be fulfilled by separate schools and that short-term requirements should be met by specialist courses at existing schools, or by contract with a civilian school or agency.

2. Command and control.

a. The number of specialist schools and courses established in related fields and at widely separated locations indicates that the system for coordination and review of requirements for new schools and courses may be inadequate. The Board noted that instruction in certain specialized fields is conducted at several schools and courses over which control is exercised by several separate agencies. This is particularly evident in the field of management, where career service schools and colleges, specialist schools, and separate courses are conducting instruction in command management, logistics management, financial management, and personnel management. Each of these separate schools and courses conduct instruction designed to meet the training requirements determined by a particular agency or designed to train a particular group of officers. Although Headquarters, United States Continental Army Command, controls the curricula of most of the specialist schools and of the career service schools and colleges, there are some specialist schools and courses controlled directly by Department of the Army staff agencies, i. e., Deputy Chief of Staff for Personnel, Assistant Chief of Staff for Intelligence, Deputy Chief of Staff for Logistics, and the heads of certain technical services. Since there is no one agency responsible for the review of curricula and the coordination of effort of all specialist schools and courses, there can be no assurance that specialist instruction in certain fields is not unnecessarily duplicated.

b. The Board concludes that one central agency should have responsibility for review and coordination of requirements, curricula, and operations of the specialist schools and courses. The Board considers that this can best be accomplished by Headquarters, United States Continental Army Command, under the organizational concept outlined in annex 6.

3. Consolidation.

a. The Board considered the possibility of effecting some physical consolidation of plants among the various schools. It was noted that many separate studies and plans on this subject have been examined by the Department of the Army over the years, generally with negative results. The Board recognizes that many factors other than those related directly to education and training will influence the eventual decision on consolidation.

b. Since these factors are beyond the purview of the Board, no specific conclusions on consolidation of specialist schools are advanced. The Board does desire to point out the need for stability of location for these schools. Constant relocation and the threat thereof are prejudicial to the effectiveness of the schools; relocation should be accomplished only as a part of a major restationing effort.

APPENDIX TO ANNEX 15

LIST OF SPECIALIST SCHOOLS

<u>SCHOOLS</u>	<u>COMMANDED BY</u>
US Army Aviation School	USCONARC
US Army Information School	USCONARC
US Army Intelligence School	ACSI through CG, USAINTC
US Army Language School	USCONARC
US Army Logistics Management Center	DCSLOG, DA
US Army Management School	USCONARC
US Army Medical Service Meat and Dairy Hygiene School	The Surgeon General
US Army Ordnance Guided Missile School	Chief of Ordnance
Quartermaster Subsistence School, US Army	The Quartermaster General
US Army Special Warfare School	USCONARC
US Army Strategic Intelligence School	ACSI through CG, USAINTC
Walter Reed Army Institute of Research	The Surgeon General

ANNEX 16

RESPONSIBILITY FOR DEVELOPMENT OF DOCTRINE

ANNEX 16

RESPONSIBILITY FOR DEVELOPMENT OF DOCTRINE

1. Introduction. - The terms of reference established for the Board do not make specific reference to a consideration of development of doctrine. However, this function has traditionally been included among the missions assigned the service schools and colleges and was considered an important subject for examination.

2. Responsibilities and guidance.

a. The Department of the Army has assigned responsibility for development of doctrine pertaining to the Army in the field to the Commanding General, United States Continental Army Command (AR 10-7).

b. Army doctrinal guidance, as set forth in FM 100-1, Field Service Regulations (Doctrinal Guidance), is developed in three phases:

(1) Phase 1 consists of the establishment of a broad basic concept covering the operational area under consideration.

(2) Phase 2 is the preparation of training literature concerning the employment of units in the type of operation under consideration and is based upon concepts derived from phase 1.

(3) Phase 3 is the preparation of training literature covering the detailed methods of using equipment and personnel (technique) to fulfill the responsibilities assigned as a result of phase 2.

c. The guidance and concepts developed in phase 1 are published as Army Doctrinal Guidance Statements in FM 100-1. These statements cover new doctrine or changes to existing doctrine; they do not cover current doctrine contained in other field manuals of the 100- or 101-series. Doctrinal Guidance Statements are used in the development of training literature. Although approved training literature is used as the basis for training the Army, statements appearing in FM 100-1 may be used as the basis for instruction in schools pending publication of such literature.

d. The preface of FM 100-1 assigns to the CG, USCONARC, the responsibility for developing and forwarding to the Department of the Army proposed Army Doctrinal Guidance Statements. This document further prescribes that the heads of the technical and administrative services and other Department of the Army special staff agencies, and the Commanding Generals of US Army Air Defense Command and

US Army Security Agency will assist CG, USCONARC, in the preparation of statements of Army-wide doctrine within their respective operational areas. Additionally, AR 10-6 prescribes responsibilities of Department of the Army agencies for the support of USCONARC in the development of doctrine. Generally, this regulation requires the Department of the Army agencies to develop doctrine within the concept guidance furnished by USCONARC and to develop proposed organizations as requested by USCONARC.

3. **Doctrinal system.** - USCONARC discharges its doctrinal responsibilities primarily through the school system and the Combat Developments system. In most cases (including all of the combat arms schools) the combat development agencies are part of the schools and are under command of the respective school commandants. Organization and functions vary; however, the general pattern at the service schools and colleges consists of a combat development agency involved in developing future doctrine and another effort devoted to revising and developing doctrine applicable to today's Army. Basically, each school or college under command of USCONARC is charged with development within the concept guidance furnished by USCONARC of doctrine corresponding to the level of instruction conducted by that school or college. Thus, the US Army Command and General Staff College is charged with development of doctrine for the division, whereas the US Army Infantry School is responsible for battle group doctrine.

4. **Adequacy of current doctrine.**

a. In considering the adequacy of the system for the development of current doctrine it is apparent, by the nature of their instructional mission, that the schools are required to be thoroughly familiar with the organization and operational employment of the units within their scope. Individual instructors must prepare and present units of instruction, and must be able to answer questions from the student body and to engage in detailed discussions covering all aspects of their instruction. Many of the students will have served recently in assignments which allow expressions of opinion based on practical experience. This influence of the student body, the academic atmosphere of the school or college, and the practical necessity for an intimate knowledge of the material he is teaching combine to make the instructor the most knowledgeable person in his particular field.

b. These factors, along with the traditional role played by the school system in the development of organizational and operational concepts and the preparation of training literature, lead to the conclusions that this function should continue to be a responsibility of the school system, and that it is now being adequately performed.

5. Adequacy of future doctrine.

a. Of a considerably more controversial nature is the development of doctrine dealing with the Army of the future. The very rapid advances in materiel development, particularly missiles and nuclear weapons, during the past decade have established an obvious requirement for new organizational and operational concepts and for a system which can effectively and rapidly produce those concepts. Inquiry by the Board has revealed some cause for concern with respect to the ability of the US Army to develop future doctrine on a timely basis.

b. Criticism on the basis of lack of timeliness in translating concepts to published doctrine would appear to be at least partially justified. For example, the field manuals covering the infantry division (ROCID) and the battle group were not published within a year of the start of the reorganization. The initial reorganization under the ROCID concept took place in the spring of 1957 and all infantry divisions have now been reorganized. As an interim measure, training texts were written and distributed on a crash basis. These training texts, while extremely valuable, do not constitute official training literature reflecting Department of the Army approved doctrine, tactics, techniques, and procedures. This situation arose primarily from a compression of the time schedule originally established for the transition from the triangular-type division to the pentagonal organization. It reflects an inability rapidly to produce training literature rather than a failure on the part of the schools or any particular segment of the system for developing doctrine.

c. The development of future doctrine is a function of acknowledged importance which will acquire even more significance as concepts of warfare continue to be affected and influenced by new technological developments. The Combat Developments system is an Army-wide organization of comparatively recent origin within which the schools play a very important part by conducting studies pertaining to operational and organizational concepts and by devising and assisting in tests and experiments. On the basis of experience with the recent divisional reorganization, it can be anticipated that the schools will continue to bear the major share of the workload in translating proposed concepts into approved doctrine as long as they participate in the Combat Developments system. Separation of the schools from the system would require that some other agency assume their functions. This could be accomplished by existing staff agencies at various headquarters or by establishment of a new system or command. It would obviously be inadvisable to assign combat developments projects to staff agencies already concerned with short-range planning and daily operations since this would reestablish the situation which the Combat Developments system was designed to correct. Actually, there are no agencies within the Army organization as well equipped as the schools to perform the

combat developments missions assigned them. Establishment of a doctrinal command or similar agency might possibly prove advantageous at some time in the future and should be kept under consideration. However, the Combat Developments system as now constituted is a growing, dynamic organization with a demonstrated potential for effective accomplishment of the future doctrine mission; there is no apparent basis for discarding it. Nevertheless, it must be recognized that the development of future doctrine is a highly important area and one in which the Army must be constantly vigilant to devise new and improved methods.

6. Logistic doctrine. - During the course of its inquiry, the Board found that the development of tactical and organizational doctrine was more advanced than the development of logistic doctrine. It is apparent that optimum results in modernizing the Army and preparing it for its role in the future can be achieved only by concurrent and compatible progress in all segments and functions of the Army. The Board considers that appropriate action has been taken to correct this situation by recent actions involving final action on a theater army organization study and by the establishment of a Combat Development Agency of the Logistics Research and Doctrine Division at the US Army Logistics Management Center.

7. Personnel resources. - The Board observed that the most decisive limitation imposed upon the doctrinal mission is lack of personnel resources devoted to this function. This applies to both current and future doctrine. Although, as discussed above, the individual instructor can make significant contributions to the development of doctrine, there must be an office or agency with primary responsibility in this field. Further, the combat development agency must be separate and distinct from the current doctrine effort; both must be adequately staffed and properly guided in order to insure accomplishment of the doctrinal mission.

ANNEX 17

CONSTRUCTIVE CREDIT

ANNEX 17

CONSTRUCTIVE CREDIT

1. Background. - Following World War II the War Department instituted a system of constructive credit equivalents which recognized the military experience and demonstrated ability of officers (section II, Circular No 62, 6 March 1947). This circular pointed out that many well qualified and experienced officers might be denied, because of wartime restrictions on formal military education, the opportunity of attending schools by reason of age or length of service. Provision was made for boards of officers to examine records and to establish a constructive credit equivalent to completion of all schools in the Army school system, to include the US Army Command and General Staff College, and for the three joint schools: Armed Forces Staff College, The Industrial College of the Armed Forces, and the National War College. (At that time the US Army War College was not in operation.) This device made it possible to utilize fully the experience and ability of many officers and to send them to higher level schools without requiring them to complete lower level schools.

2. Eddy Board Report. - In discussing the subject of constructive credit, the Eddy Board observed:

a. "In initiating the postwar program for Army officers, it is appreciated that there had to be a starting point or a base upon which to build the program. The system of equivalent credits provided that foundation although it might be conceded that the policies governing its application were possibly too liberal. The system served its purpose in providing a basis for planning and in determining the immediate eligibility for student assignments. Because of the comparatively restricted fields of activity for the wartime assignments of most officers, no one really believed the awarding of constructive credit for a particular course was in fact the equivalent of actual attendance.

b. "It is a matter of practical experience at the US Army Command and General Staff College that many officers attending this school who have been given constructive credit for their advanced branch school find themselves in academic difficulties."

3. Department of the Army action on Eddy Board Report. - The Department of the Army, in its action on the Eddy Report, in effect,

agreed with the concept that constructive credit is not a valid substitute for attendance at the school. Actually, at that time, the issue was not the feasibility of granting constructive credit, but was a consideration of whether constructive credit already granted for a particular course or school should be a bar to attendance at that course or school. The Department of the Army action stated:

"Constructive credit will be no bar to attendance at any Army school and officers having constructive credit will be considered for attendance at the highest level school for which each received constructive credit in the same manner as other qualified and eligible officers."

4. Constructive credit program 1947-50. - There is little question that the constructive credit program in effect from March 1947 to May 1950 served an extremely useful purpose in readjusting career patterns and contributing to the adjustment of a school program which had been dislocated as a result of World War II. As far as the individual officer was concerned it recognized that he could, through experience and demonstrated ability, acquire the knowledge and qualifications which could reasonably be expected of a graduate of a particular school. From a practical standpoint this qualified him to attend the next higher level school without requiring him to complete a course which he did not really need. In addition, it permitted otherwise qualified officers to attend a school even though they could not meet the prerequisite of completion of the next lower school. This was, in effect, a onetime action; at the end of the 3-year period all records had been screened and appropriate constructive credit awarded. Since that time neither the school system nor officer career patterns have been disrupted to a degree comparable to that caused by World War II. Although the Department of the Army apparently has not considered it necessary to maintain a constructive credit system on a continuing basis, it has recognized the fact that, from time to time, special cases arise which require an exception to established policies. Accordingly, the requirement for completion of certain lower level schools as a prerequisite for attendance at higher schools can be waived in specific cases.

5. Support for constructive credit system. - The Board was directed in its terms of reference to consider the feasibility of granting constructive credit at various levels of schooling. Though very little support for a system of constructive credit was found during the deliberations of the Board, certain reasons were advanced in favor of this system and should be considered.

a. These reasons are:

(1) Space limitations preclude attendance at USACQSC and senior colleges by many highly qualified and deserving officers.

(2) School attendance is not the only means of obtaining skills and knowledge, experience should compensate for lack of schooling.

(3) Constructive credit would result in accelerated progress through the school system.

(4) Constructive credit would be useful in accommodating changes in the career pattern of an officer and marked changes in OMI or other selection factors after the age or years of service criteria limit for a particular course had been exceeded.

(5) It is uneconomical to send an officer to a school if he has actually performed the duties for which the school is designed to prepare him.

(6) Frequently an officer attends a course merely to qualify for a subsequent school or duty assignment, not to fill a void in his training.

b. In addition to the support advanced for a system of constructive credit, there was considerable opinion advocating that a formal system be established to accommodate exceptional cases. This in reality constitutes an authorization to grant waivers of particular prerequisites in unusual cases as opposed to a constructive credit system. For example, an officer who exceeds the years of service criterion for attendance at a specific school through no fault of his own could logically be granted a waiver if he fulfills all other requirements. A waiver system may well have particular application in the case of officers newly integrated into the Regular Army in the more senior grades who have not attended schools commensurate with their years of service.

6. Practical experience and schooling. -

a. The Board acknowledges that the school system is not the only place where knowledge and skills can be acquired. Much can

be gained by practical experience; in many cases performance of a duty is the best method of learning that particular duty. The degree to which practical on-the-job training can be substituted for formal schooling will vary considerably among the arms and services and even among the different levels of each branch service school. The most effective training for an infantry platoon leader is actual command of an infantry platoon and minimum school training should be provided him prior to joining his unit. On the other hand, a substantial effort should be expended to school train the infantry officer in duties of the commander or staff officer at battle group level. Similarly, officers of some of the technical and administrative services will require a rather intensive school preparation before assuming their initial duties. At a higher echelon, an officer can certainly learn to become a Division G3 or a Division Chief of Staff by actually performing the duties of the assignment, without benefit of prior attendance at the US Army Command and General Staff College.

b. Although actual experience in an assignment is obviously a very effective medium for training an officer to perform the duties of the particular assignment, it is equally apparent that it would be extremely unusual for an officer to serve in assignments that would afford him the broad and varied experience that would be accorded him by attendance at a school. The schools and colleges do not merely train an officer to perform the duties of a commander or staff officer at various specific echelons. In addition to the training they impart, the schools broaden the viewpoint of the student, provide him an opportunity to study and reflect, expose him to the influence of the faculty and guest lecturers, allow him to share the experiences and views of many of his contemporaries, acquaint him with new developments, and generally elevate his educational level, and increase his capacity for further education. These benefits, which are inherent in attendance at the schools and colleges, particularly at the higher levels in the school system, cannot be duplicated by duty assignments available to most officers.

7. Conclusions -

a. It appears, therefore, that a constructive credit system would tend to defeat the purpose of progressive military education. It would not qualify an officer for higher duties, nor would it prepare him for the next school in the system. Additionally, it would almost certainly lessen the stature of the school system and contribute to the deterioration of a program which has fully demonstrated its effectiveness.

and essentiality to the Army. The Board concludes therefrom that a system of constructive credit should not be instituted.

b. It is apparent that specific cases will arise which dictate an exception to established prerequisites for selection to attend a course. Waiver of an educational prerequisite may well be indicated when an officer has demonstrated outstanding performance of duty and capacity for further schooling. Exceptions to other criteria such as years of service and age may also be desirable in cases involving many different reasons. A formalized system designed to encompass the wide spectrum of situations and reasons for granting exceptions to policy would be extremely complicated; equitable application of such a system on a continuous or periodic basis would be an administrative burden of very considerable magnitude. As discussed and concluded in other sections of this report, all career officers should attend the appropriate schools of their branch. Waiver of educational prerequisites should logically then be limited to waiver of the requirement of USACGSC credit for attendance at the Armed Forces Staff College and the senior colleges. The Department of the Army currently grants such waivers in appropriate cases. The Board indorses this practice and considers that it adequately provides the flexibility desired in the selection of students for school attendance.

ANNEX 18

OTHER PROGRAMS FOR OFFICER EDUCATION AND TRAINING

ANNEX 18

OTHER PROGRAMS FOR OFFICER EDUCATION AND TRAINING

SECTION I

GENERAL

1. Scope of programs. - The Army's system for resident and nonresident military schooling and advanced civil schooling for officers, which has been discussed in preceding annexes, is supplemented by several other programs for officer education and training. Those specifically noted by the Board are:

a. The general educational development program to raise the general educational level of those career officers who do not have a basic college level education. This program encompasses the "final semester plan."

b. The foreign language proficiency program designed to assist all career officers to attain a reasonable ability with a second language.

c. The broad program for individual officer study to assist each Army officer to maintain, at least, general military proficiency commensurate with his grade and responsibility.

SECTION II

UNDERGRADUATE EDUCATIONAL DEVELOPMENT

2. Assessment.

a. The Board noted that the Eddy Board established as an objective the attainment of a baccalaureate degree by 90 percent of all Regular Army officers. It was also noted that there has been little progress toward the attainment of this objective. As indicated in figure 2 in the appendix to annex 14, 75.83 percent of all Regular Army officers now have a baccalaureate degree, whereas approximately 73 percent had

this degree when the Eddy Board report was submitted. This limited improvement can probably be attributed to the continued integration into the Regular Army, from OCS and through augmentation programs, of officers who do not possess the baccalaureate degree. The Board considers that it is more important that candidates for a Regular Army commission possess basic qualities of leadership, integrity, intelligence, and potential growth than that they possess a baccalaureate degree. Consequently, the Board indorses the existing policy that the lack of a baccalaureate degree will not, of itself, constitute a bar to a Regular Army commission.

b. On the other hand, the earning of a baccalaureate degree is a distinct educational advantage; the individual should exert strong efforts to obtain this degree early in his career. The goal should be to constantly and progressively raise the level of academic attainment as measured by the baccalaureate degree.

c. The Board found that the educational development of some officers desirous of attaining a college degree was being retarded by the academic requirement that a minimum of 1 year be spent in college residence by all degree candidates. The present limitation prescribed in AR 621-5 ("final semester plan") on the period of temporary duty that an officer may be authorized to fulfill the residence requirement is 6 months. This period, in combination with other academic requirements, is accepted by a limited number of colleges. It appeared to the Board that the general educational development program would be materially aided if the 6-month period of temporary duty for fulfilling the residence requirement were extended to 1 academic year or a maximum of 12 calendar months (whichever is indicated as necessary).

3. Conclusion.

a. Within the above concept, the Board considers that further progress toward formal education at the college level by those Regular Army officers who do not have a baccalaureate degree requires at least:

(1) Continued, sympathetic, and intelligent command emphasis throughout the Army to encourage the officer to pursue his studies.

(2) That otherwise qualified candidates for a baccalaureate degree be authorized a maximum of 12 calendar months of temporary duty, at no additional expense to the Army, at an accredited American college or university for the purpose of fulfilling resident requirements for a baccalaureate degree.

b. Assistance toward attainment of a college degree should be provided all qualified officers early during their career; senior officers, generally, should not be diverted from responsible official duties to obtain an undergraduate degree.

SECTION III

LANGUAGE TRAINING PROGRAM

4. Language training.

a. The existing policy in this area is to provide officers with essential language training to meet anticipated needs of the Army and to afford opportunity for language training for those officers who volunteer. The desired goal is to provide language training for all Army officers who have the aptitude and who volunteer for such training. In its consideration of this problem, the Board recognized the general inadequacy of linguistic skills within the Army and believes that a comprehensive program is required to overcome this deficiency.

b. The US Army Language School, together with language training available through installation Army education centers and by contract with civilian institutions, provides adequate opportunity for officers to obtain training. However, the current American tendency to deemphasize language training, the many demands upon an officer's time, and the fact that an officer in a volunteer program often foresees little opportunity for use of acquired language skill, are reflected in the limited use made of these opportunities. It appears, therefore, that the principal problems in this area relate to the motivation of officers toward the attainment of language proficiency, and the subsequent use of acquired skills.

c. The Board believes that the existing voluntary program for language training offers an excellent opportunity for highly motivated

officers to acquire a linguistic skill, but doubts that this program will raise language skills Army-wide to a satisfactory level. The nonvolunteer officer, even though he lacks natural motivation toward language training, will be adequately motivated if the training is for the specific purpose of preparing him for an assignment which will use the skill. Consequently, the Board believes that the most promising action to improve the aggregate language proficiency of Army officers is the designation of increasing numbers of existing positions on military assistance advisory groups, missions, Allied staffs, and similar agencies, as requiring language training prior to assignment. Such action would gradually and substantially improve the Army's capability in the linguistic field and would also serve to make an increasing number of officers aware of the importance and value of language training. Emphasis on this action should not discourage full participation in the voluntary program.

SECTION IV

INDIVIDUAL STUDY PROGRAM

5. Maintenance of military proficiency. - In its initial consideration of the balance between the school system and all other programs for military education, the Board noted the tendency to place reliance upon resident instruction to the neglect of other means which, if properly used, could contribute significantly to officer development and to the maintenance of general military proficiency.

a. The common appeal for more information on the latest approved techniques and procedures is a challenge to the schools, particularly at the branch level. After graduation from any course, an officer must try to keep abreast of changes and advances in the subject material of the course. This involves a complex followup program. In general, the Board finds a great deal is being done to effect this followup. The present refresher courses at the various schools and colleges are excellent methods to accomplish indoctrination on the latest information available. Publications such as the Military Review assist in alerting officers to new ideas and trends. The existing program of troop information (AR 355-5), including such publications as Officer's Call and The Army Information Digest, is an excellent program for general military orientation.

b. The Board considers that self-improvement is an individual officer's responsibility, and that the career officer, under proper circumstances, has the natural desire to study and to improve his professional knowledge. However, the Army service schools and colleges, as well as commanders at all echelons, have a responsibility to assist the officer by providing appropriate study material and command encouragement.

c. An intelligently conceived and simply administered program for officer individual study would benefit the officer and the service. It would be a particularly appropriate medium for keeping officers current in new developments, for orientation and indoctrination in concepts and philosophies, and for coverage of subjects of general interest which do not require resident instruction. The establishment of such a program presents problems in the training, informational, budgetary, and administrative fields, the resolution of which must be accomplished by Department of the Army agencies. Hence, the Board considers that the Department of the Army should examine the desirability and feasibility of establishing an officers individual study program in conformance with the concept outlined in annex 19.

ANNEX 19

SUBJECTS RECOMMENDED FOR FURTHER STUDY BY
DEPARTMENT OF THE ARMY

ANNEX 19

SUBJECTS RECOMMENDED FOR FURTHER STUDY BY DEPARTMENT OF THE ARMY

SECTION I

GENERAL

1. During the course of its deliberations, the Board became cognizant of additional problem areas associated with the Army school system but which logically did not fall within the purview of the Board. These problem areas, described in the following paragraphs, are recommended for further study by the Department of the Army. Problem areas which fall within the purview of the Board are discussed in appropriate annexes and in section V of the report.

SECTION II

ROTC CURRICULUM

2. One of the major factors affecting the individual training of junior officers is the extent and nature of their precommission training. In the case of ROTC graduates, there is considerable variation in branch qualification. This results from the fact that approximately 20 percent of the ROTC units provide branch material training while the remaining 80 percent present training of a general military science nature. The general military science program provides a degree of flexibility for the assignment of ROTC graduates in accordance with the needs of the arms and services. On the other hand, the general military science graduate is not prepared properly for duty in any specific branch, nor does he possess the motivation that is generally associated with established branch ROTC units.

3. It appears highly probable that the quality of the ROTC graduate, both with respect to level of training and motivation, can be improved by requiring that all ROTC units employ branch material curricula. If the ROTC student were given a course designed to prepare him for effective duty with his own branch or service, the branch basic course or the proposed branch orientation course could be shortened or eliminated and the availability of newly commissioned officers for troop duty would be increased.

4. The Board found widespread support for the return to branch material curricula in the ROTC program. The Board considers this to be a matter of growing importance and recommends that the Department of the Army

evaluate the present ROTC program with a view toward reinstating branch material curricula for all schools participating in the program. This evaluation should include the following:

- a. Examination of the criteria for acceptance of the individual student for the ROTC program to assure high standards.
- b. A comparison of the content of both branch material and general military science curricula to determine the additional instruction required to prepare an ROTC cadet for initial assignment to troop duty.
- c. A survey, based upon active duty records, to determine the relative quality of graduates produced, respectively, by both curricula.
- d. A determination of the degree of motivation, esprit, and interest created by the general military science curriculum as compared to that created by a branch material curriculum.

SECTION III

OFFICERS INDIVIDUAL STUDY PROGRAM

5. The schools and colleges of the Army school system conduct resident instruction in a highly efficient manner. However, it is evident that periodic attendance at a service school is alone not sufficient to enable the officer to develop his full potential and to keep abreast of developments in a rapidly changing Army. The Board believes that generally the career officer recognizes his personal responsibility for continued study and individual development and has a natural desire to improve his professional knowledge. However, the great mass of material available, such as extension courses, refresher courses, reading lists, periodicals published by various schools and colleges, and publications by agencies of the Department of the Army, tend to confuse and misdirect individual effort. In many cases, these media for the dissemination of needed information appear to be uncoordinated, and their availability varies greatly according to the duty station of the officer. There are other areas, such as foreign language proficiency and academic programs sponsored by USAFI and civilian educational institutions, in which it is desirable that officers participate for self-improvement but which place heavy demands upon the time available to an officer for such studies.

6. The Board considers it highly desirable that a formalized, coordinated program of officers individual study be developed and promulgated by the Department of the Army. The objective of this program should be to further the education and training of Army officers by supplementing resident instruction of schools and colleges of the Army school system and to provide for additional self-improvement. This program should:

- a. Be based on the concept that an officer bears a personal responsibility for continued educational development.
 - b. Relieve the school system of the responsibility for resident instruction in general subjects and other material which can be handled appropriately by nonresident methods.
 - c. Provide a means for keeping the officer corps current in broad subjects of general interest (e. g., roles of the Army, changing organizational concepts, programs and policies of Army-wide interest).
 - d. Provide a means for keeping officers current in changing tactics and techniques of their respective branches.
 - e. Provide for the coordination of all individual study activities and media for the dissemination of information.
7. The proposed program of individual study should impose a minimum administrative load on the individual officer and the Army. Compliance with the requirements of the program should be based on an honor system. As a guide, a program of not more than 50 hours of study annually, based on individual study and work, supplemented by troop schools and group study, appears appropriate.

SECTION IV

CONSOLIDATION OF LANGUAGE TRAINING

8. Considering the language training problem from a broader aspect than that of the Army alone, there may be undesirable duplication in the present language training systems established by the Army, Navy, Air Force, and State Department. Under the present situation, each service and the State Department conducts its own language training program, each employing a variety of schools, instructors, and texts. Measured in terms of numbers of students, this duplication may be insignificant; but measured in terms of dissipation of high-quality instructor talent, this duplication is one which the Government should avoid. The overall load in any given language for all of the Governmental agencies involved is never great; but when this load is fragmented among a minimum of four separate training systems, the instructional and administrative overhead appears to be excessive. (It should be noted that there is some cross-training of students in institutions of the different services, but this is essentially on an ad hoc and informal basis.) A solution to this present dissipation of effort would be the allocation of responsibility for the conduct of training in specific languages for all Government agencies to a designated service, this breakdown of responsibilities will be based upon an analysis of existing resources and requirements for all Governmental agencies involved.